



Focus on the Structure of Higher Education in Europe

2006/07

National Trends in the Bologna Process





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National Trends in the Bologna Process

EURYDICE

The information network on education in Europe

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PREFACE



Higher education institutions can unquestionably be regarded as the primary source for the production of new knowledge and its dissemination. They have a vital part to play in achieving Europe's objective of becoming the most competitive and dynamic knowledge-based economy in the world.

The Bologna Process aims to support this objective through the creation of a European Higher Education Area by 2010. Three issues are of crucial importance in promoting the international attractiveness of European higher education: creating greater compatibility of the different national European education systems and degrees; promoting the mobility of students and researchers; and enhancing the quality of higher education to achieve real excellence.

Since the 1999 Bologna Declaration, countries have taken many important steps to fulfil the main preconditions for the establishment of the European Higher Education Area within the time envisaged. This 2007 edition of the Eurydice publication *Focus on the Structure of Higher Education in Europe – National trends in the Bologna Process* reviews progress in implementing the three-cycle system, ECTS and the Diploma Supplement, as well as efforts on the part of countries to develop national qualifications frameworks, joint degrees and effective quality assurance mechanisms.

The present publication represents a valuable contribution to the stocktaking of the Bologna Process. As in its previous editions, the publication contains a comparative overview of the main achievements in the Process, together with individual country descriptions and diagrams showing the national structure of higher education systems at the current stage of reforms following the Bergen ministerial meeting in 2005.

I am pleased to note that the publication is not limited to the 31 Eurydice network member countries but covers all 45 signatory countries to the Bologna Declaration. Our determination to adopt a truly European approach is reflected in the inclusion of information on regions in south-eastern Europe and on several countries covered by the European Neighbourhood Policy.

I am most grateful to the Eurydice European Unit and National Units for having worked together so well to produce this publication. I am convinced that the *Focus on the Structure of Higher Education in Europe – National trends in the Bologna Process* will give readers a better insight into the achievements of the Process to date, as well as the challenges that lie ahead in reforming European higher education.

A handwritten signature in black ink, reading 'Ján Figel''.

Ján Figel'

Commissioner responsible for
Education, Training, Culture and Youth

FOREWORD

The European Commission has requested from the Eurydice Network a review of current changes occurring as a result of the Bologna Process in the structure of higher education and national policies at this level. In addition to the issues covered in the previous (2005) edition of this publication (namely the three-cycle structure, ECTS, the Diploma Supplement and quality assurance), the 2007 edition provides further information on doctoral programmes, measures to promote recognition, and national quality assurance agencies. Like the 2003 and 2005 editions produced for circulation at the Berlin and Bergen conferences of ministers responsible for higher education, the present edition has been prepared for the forthcoming ministerial conference due to discuss the Bologna Process in London on 17-18 May 2007.

The Eurydice assignment has been conducted for the second time in consultation with the *Bologna Follow-up Group* (BFUG), which was asked by the ministers for a thorough evaluation report on implementation of the Bologna Process, for their London meeting. Each stage, from the preparation of the questionnaire for gathering information from national sources to completion of the comparative overview has involved close contact with the BFUG Working Group responsible for the *Stocktaking Report*. The aim of this has been to avoid any duplication of effort and to ensure that the data contained in the two reports are as complementary and consistent as possible. Yet the purpose of each is different, namely the evaluation of implementation and recommendations in the case of the BFUG report, and descriptive analysis of the wide variety of national circumstances and their common features in the case of the present Eurydice *Focus*.

Although 31 countries are represented within Eurydice, the European Commission was concerned that the survey prepared by the Network should cover the 45 countries now signatory to the Bologna Declaration. An information gathering questionnaire was sent to all national representatives, including those in the 14 additional countries. Two of them (Azerbaijan and Ukraine) were unable to provide the information requested for their country descriptions and diagrams. However, it has been decided (and agreed with the BFUG) to include them in the comparative overview on the basis of the information they provided for the *Stocktaking Report*.

Except in the case of these two countries, the information in the present publication (and the comparative overview in particular) is based on the country descriptions and diagrams provided and checked by either the Eurydice National Units, or the national correspondents in the other signatory countries not included in the Eurydice Network.

The information as a whole was gathered and then checked in all countries between the end of April 2006 and early March 2007. In the case of the 31 Network countries, Eurydice followed its customary procedures for checking and official approval of data. With assistance from the BFUG secretariat, material from national sources in the additional countries and the way it was interpreted was also checked. However, information on education systems in this latter group on which Eurydice had little prior knowledge should be treated with some caution.

The central institutional location of the Eurydice Network in its member countries, in most cases actually within their education ministries, means that it mainly makes use of official information of an administrative

nature (legislation, regulations, recommendations, etc.). Consequently, the resultant analytical work provides data on the intentions of policy-makers and not necessarily on the practical circumstances governing their realisation or on their effect. This needs to be especially emphasised in the case of the present report dealing both with processes whose implementation is invariably well under way, and with a level of education characterised by considerable autonomy of its institutions, on which factual information is in practice difficult to centralise.

We hope that this publication will provide greater insight into the structural changes that are currently occurring within higher education in Europe. We should like to express our warm gratitude to the Eurydice National Units, as well as to the representatives of the 12 additional countries with whom we have worked closely, for providing essential information and making every effort to comply with a tight timetable. We also wish to thank the members of the BFUG Secretariat and Stocktaking working group for their assistance and helpful discussions.

The present survey belongs to a set of publications that Eurydice is producing in 2007 to provide greater insight into interrelated aspects of higher education. The other publications are the *European Glossary on Education. Volume 5: Decision-making, Advisory, Operational and Regulatory Bodies in Higher Education* (February 2007), *Key Data on Higher Education in Europe* (June 2007) and a study on governance in higher education (scheduled for the end of 2007).

Patricia Wastiau-Schlüter
Head of the Eurydice European Unit

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INTRODUCTION

The aim of the present publication is to present the **structure of public higher education in the 45 signatory countries of the Bologna Process** for the reference year 2006/07.

The publication is divided into two main parts.

The first part consists of a **comparative overview of the main trends and important aspects** related to the implementation of the Bologna Process. These aspects include the existence of a higher education structure based on three cycles, the adoption or general implementation of the European Credit Transfer and Accumulation System (ECTS), the introduction of the Diploma Supplement, the incentives offered for the implementation of the aforementioned three aspects, the establishment of a national qualifications framework and joint/double degrees as well as the development of measures for quality assurance.

The comparative overview is preceded by a **short historical overview of the Bologna Process** mapping out the main achievements of the meetings of EU education ministers accompanying the Bologna Process.

The second part of the publication consists of detailed **country descriptions** of all signatory countries giving an overview of the national reforms or current arrangements associated with the Bologna Process. In appropriate cases, there is also reference to other especially significant reforms introduced independently of measures linked to the Bologna Process or as a means of reinforcing it. Where no reform has yet been implemented, the date of the most recent reform or the focus of any ongoing national debate is indicated.

Each country description is accompanied by a **country diagram** representing the programmes and qualifications most commonly offered by universities or other higher education institutions. The names of institutions and qualifications are indicated in their language of origin. The main fields of study, the length of programmes and the national/regional or institutional selection procedures adopted at the point of entry are also shown. Furthermore, by using the ISCED 1997 system of classification, the diagrams illustrate clearly whether or not there is a structure based on three main cycles as encouraged in the Bologna Process. For a further definition of ISCED, see the definition in the glossary at the end of the publication.

The country descriptions and diagrams are arranged in the **alphabetical order of the country codes** which can also be found in the glossary. This has been done to ensure uniformity of presentation in all language versions of the publication.

The **glossary** of country codes and abbreviations, as well as definitions of frequently used terms and an **annex containing national statistics** – where available – providing insight into the level at which the various measures have been implemented can be found at the end of the publication.

OVERVIEW OF THE BOLOGNA PROCESS

The Bologna Process is the product of a series of meetings of ministers responsible for higher education at which policy decisions have been taken in order to establish a European Higher Education Area by 2010.

Since 1998, five ministerial meetings devoted to mapping out the Bologna Process have been held in different European cities, namely Paris (at the Sorbonne University), Bologna, Prague, Berlin and Bergen. The next meeting will be held in May 2007 in London.

Sorbonne Declaration (1998)

The basic precepts of the Bologna Process date back to the Sorbonne Joint Declaration on Harmonisation of the Architecture of the European Higher Education System, signed in May 1998 by the education ministers of four countries: France, Germany, Italy and United Kingdom.

The Sorbonne Declaration focussed on:

- Improving the international transparency of courses and the recognition of qualifications by means of **gradual convergence towards a common framework of qualifications and cycles of study**;
- Facilitating the **mobility of students and teachers** in the European area and their integration into the European labour market;
- Designing a **common degree level system** for undergraduates (bachelor's degree) and graduates (master's and doctoral degrees).

Bologna Declaration (1999)

The Bologna Declaration on the European Higher Education Area, largely inspired by the Sorbonne Declaration, was signed in June 1999 by ministers responsible for higher education in 29 European countries. This declaration became the primary document used by the signatory countries to establish the general framework for the modernisation and reform of European higher education; the process of reform came to be called the Bologna Process.

In 1999, the signatory countries included the then 15 EU Member States, three EFTA countries (Iceland, Norway and Switzerland) and 11 EU candidate countries (Bulgaria, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Romania, Slovakia and Slovenia). International institutions such as the European Commission, the Council of Europe and associations of universities, rectors and European students also participated in drafting the declaration.

In the Bologna Declaration, ministers affirmed their intention to:

- Adopt a system of **easily readable and comparable degrees**;
- Implement a system based essentially on **two main cycles**;
- Establish a **system of credits** (such as ECTS);
- Support the **mobility of students, teachers and researchers**;
- Promote **European cooperation in quality assurance**;
- Promote the **European dimension in higher education** (in terms of curricular development and inter-institutional cooperation).

The Bologna Declaration also formulates the objective of increasing the international competitiveness of the European system of higher education and stresses the need to ensure that this system attracts significant attention from around the world.

Prague Communiqué (2001)

In May 2001, the meeting in Prague was convened to assess the progress accomplished to date (particularly as indicated in the respective national reports) and identify the main priorities that should drive the Bologna Process in the years ahead. 33 countries participated; Croatia, Cyprus, Liechtenstein and Turkey participated as new members.

The education ministers also decided to establish a Bologna Follow-up Group (BFUG) responsible for the continuing development of the Process. The BFUG is composed of representatives of all signatory countries and the European Commission and is chaired by the rotating EU Presidency. The Council of Europe, the European University Association (EUA), the European Association of Institutions in Higher Education (EURASHE) and the National Unions of Students in Europe (ESIB) take part as observers in the work of the BFUG.

The Prague Communiqué emphasised three elements of the Bologna Process:

- Promotion of **lifelong learning**;
- **Involvement of higher education institutions and students**;
- Enhancement of the **attractiveness of the European Higher Education Area**.

Berlin Communiqué (2003)

Held in September 2003, the Berlin Conference was an important stage in the follow up to the Bologna Process. With the inclusion of seven new signatory countries (Albania, Andorra, Bosnia and Herzegovina, Holy See, Former Yugoslav Republic of Macedonia, Russia, Serbia and Montenegro), 40 countries were then involved.

With the Berlin Communiqué, the Bologna Process gained additional momentum by setting certain priorities for the next two years:

- Development of **quality assurance at institutional, national and European levels**;
- Starting the implementation of the **two-cycle system**;
- **Recognition of degrees and periods of studies**, including the provision of the Diploma Supplement automatically and free of charge for all graduates as of 2005;
- Elaboration of an overarching **framework of qualifications for the European Higher Education Area**;
- Inclusion of the **doctoral level as the third cycle** in the Process;
- Promotion of closer **links between the European Higher Education Area and the European Research Area**.

In the Berlin Communiqué, ministers charged the BFUG with preparing detailed reports on the progress and implementation of the intermediate priorities and organising a stocktaking process before the following ministerial conference in 2005. The Unesco European Centre for Higher Education (Unesco-CEPES) joined the work of the BFUG as consultative member.

Bergen Communiqué (2005)

By May 2005, the Bologna Process extended to 45 signatory countries with the inclusion of Armenia, Azerbaijan, Georgia, Moldova and Ukraine. The ministers responsible for higher education met in Bergen to discuss the mid-term achievements of the Bologna Process. The commissioned *Stocktaking Report* was submitted by the BFUG for the occasion. The Bergen Conference also marked the adoption of the Standards and Guidelines for Quality Assurance in the European Higher Education Area.

The European Association for Quality Assurance in Higher Education (ENQA), the Education International Pan-European Structure and the Union of Industrial and Employers' Confederations of Europe (UNICE) joined the BFUG as consultative members.

In the Bergen Communiqué, ministers enlarged their priorities for 2007, which now also include:

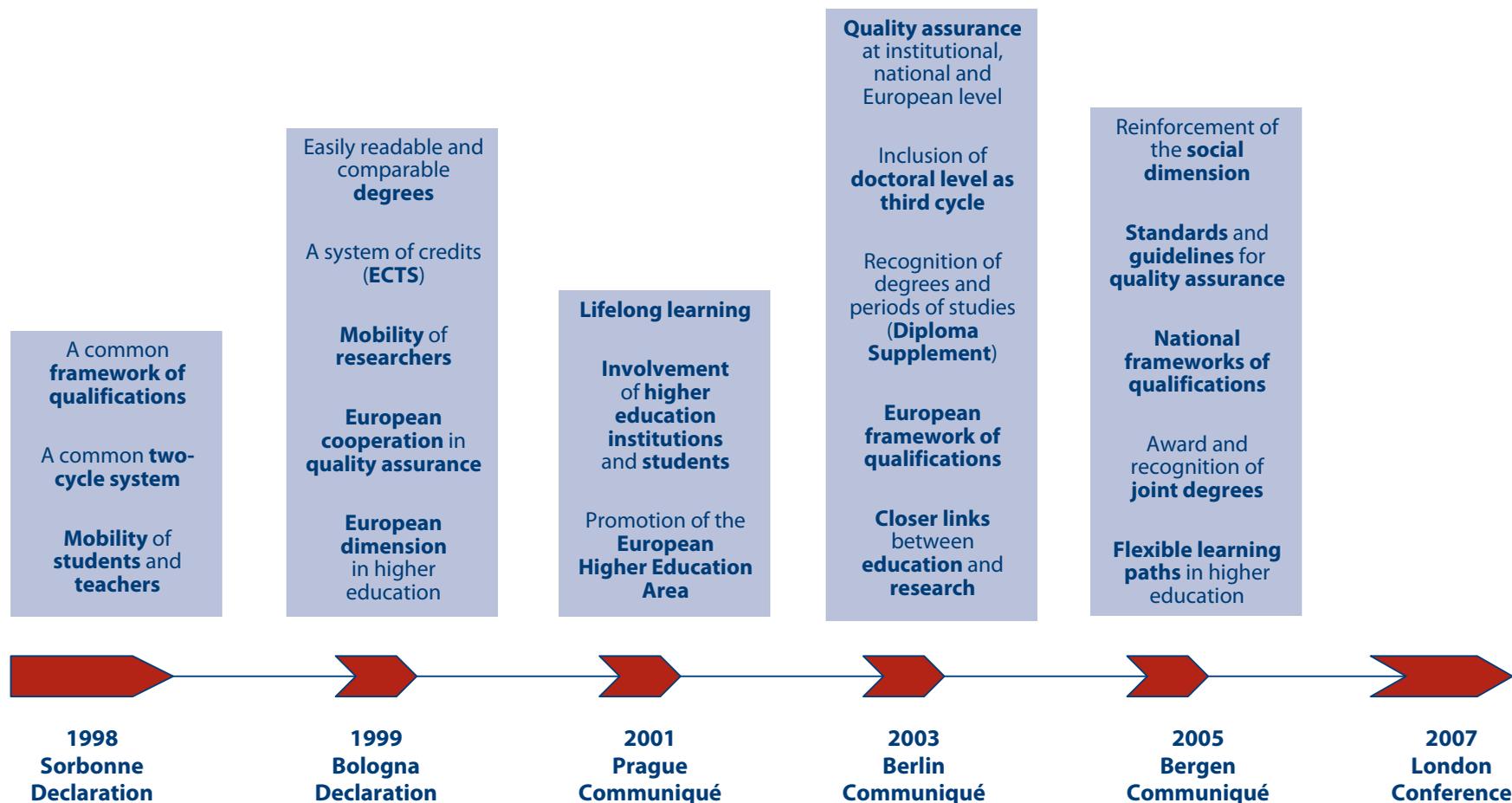
- **Reinforcing the social dimension** and removing obstacles to mobility;
- Implementing the **standards and guidelines for quality assurance** as proposed in the ENQA report;
- Implementing **national frameworks of qualifications**;
- Awarding and recognising **joint degrees**;
- Creating opportunities for **flexible learning paths in higher education**, including procedures for recognition of prior learning.

From Bergen to London (2007)

The next ministerial meeting, to be held on 17 and 18 May 2007 in London, will focus on the recent developments of the Bologna Process in the different signatory countries.

In the communication paper *From Bergen to London – The EU Contribution* of January 2006, the European Commission emphasised the need to concentrate on a genuine implementation of the Bologna Process reforms. The paper confirmed that the Bologna Process was more than halfway implemented and that now, as reforms become established as part of national laws, they must also become a reality for students and teachers in their daily university experience. Moreover, the Commission stressed that the changes in European higher education have attracted worldwide attention, hence the need to elaborate an external dimension strategy.

TIMELINE OF THE BOLOGNA PROCESS



COMPARATIVE OVERVIEW

SECTION A: INTRODUCTION OF THE THREE-CYCLE STRUCTURE

Higher education in three cycles: a system adopted by almost all signatory countries

The ministers responsible for higher education in the countries signatory to the Bologna Declaration agreed that there is a need to introduce a system that is more uniformly structured and 'readable' in order to consolidate the European Higher Education Area by 2010. At their last conference in May 2005, the ministers noted with satisfaction that higher education provision organised in three cycles (bachelor/master/doctorate) had already been established on a broad scale.

At the start of the 2006/07 academic year, the three-cycle structure was in place in virtually all signatory countries. Only three countries or regions have not implemented the three-cycle structure. In Andorra, the introduction of a three-cycle structure is currently the subject of public debate. In the German-speaking Community of Belgium, a three-cycle structure cannot be fully implemented because higher education provision is so limited in the region; however, the *Autonome Hochschule* will award a bachelor's qualification of 2007/08. In Sweden (where the three-cycle structure currently applies only to certain programmes), the law introducing it will come into effect in July 2007.

A three-cycle structure was already in place (at least in certain study fields) in many countries before the signing of the Bologna Declaration in 1999. The remaining countries introduced the new structure after joining the Bologna Process, between 1999 and 2006.

A transitional phase of several years is still necessary in most countries

In Poland and Slovenia, where the three-cycle structure was in place before the Bologna Declaration, necessary adaptations and extensions have recently been introduced. In Poland, a regulation adopted in 2006 and based on the new Law on Higher Education of 2005 requires all higher education institutions to introduce two-cycle programmes in most study fields. These reforms take effect as of the 2007/08 academic year. In Slovenia, the law introducing necessary changes to the former three-cycle structure came into effect in 2004. The previous structure will be completely replaced as of 2009/10.

In most countries that introduced the new three-cycle structure after the signature of the Bologna Declaration, it was phased in gradually so that two systems exist alongside each other for several years, normally until students who began their studies under the previous structure have graduated.

In Croatia, Moldova and Romania, all higher education institutions have been legally obliged to put the three-cycle structure in place since the start of the 2005/06 academic year. The new structure was introduced in Hungary in 2006/07.

Some countries or regions have identified a deadline by which the pre-reform structure will be replaced completely. In the French Community of Belgium, Georgia and Switzerland, gradual introduction of the new structure will continue until 2007/08 and in the Flemish Community of Belgium until 2009/10 (for medical studies until 2010/11). In France, the *licence/master/doctorat* (LMD) reform will be implemented in all higher education institutions and most study fields by 2010 (some branches,

mostly in the fields of medicine and engineering, are still based on the long-cycle structure). In Portugal and Serbia the new structure was first introduced in 2006/07 and full implementation is planned by 2009.

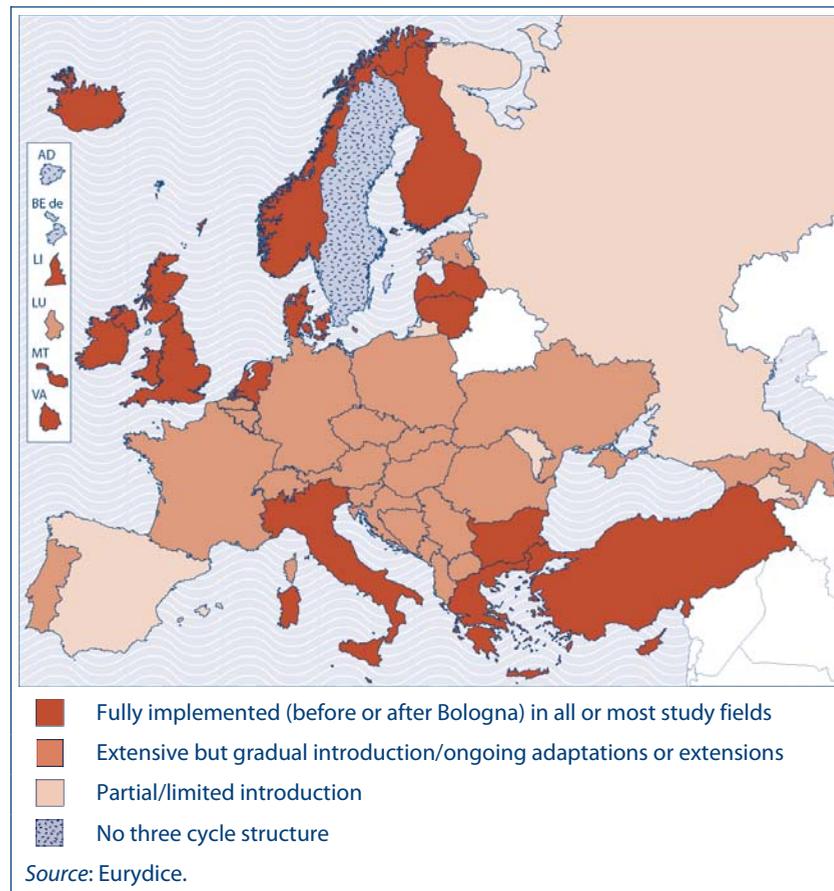
In the Czech Republic, the pre-Bologna structure remains in place for programmes until their accreditation has expired; however, since 2004/05, the majority of new students have enrolled in first-cycle (bachelor's) programmes.

Austria and Germany continue to offer students the possibility to follow either pre-reform long programmes or the three-cycle Bologna model. In Austria, only new programmes introduced by institutions since the 2002 Law on Higher Education have to be organised according to the three-cycle structure; the law does not stipulate a date by which the former programmes should be replaced with the new system. In Germany, the '10 Theses for the Bachelor's and Master's Structure' was introduced in June 2003 and provides for (preferably nation-wide) implementation of the first two cycles by 2010.

In Spain, all existing *Diplomado*, *Licenciado* and *Doctor* programmes will be replaced by the new structure in all fields of study and institutions beginning in 2008/09; full implementation is planned by 2012.

In Russia, each HEI is entitled to decide autonomously whether to implement the BA/MA structure. Currently most students follow long study programmes leading to the specialist degree. The traditional organisation of doctoral programmes has not been changed in light of the Bologna Process.

Figure A1: Level of implementation of a three-cycle structure compliant with the Bologna Process, 2006/07



Additional notes (Figure A1)

Andorra: Introduction of the three-cycle structure is currently under public debate.

Azerbaijan: More than 90 % of undergraduate and post graduate students are enrolled in the 1st and 2nd cycles; doctoral programmes have not been reformed according to the Bologna Process.

Azerbaijan and Ukraine: Data is from the respective national reports submitted to the BFUG for the Stocktaking Report 2007.

Belgium (BE de): The *Autonome Hochschule* will award a bachelor's qualification as of 2007/08.

Slovakia: According to the 2002 law on higher education and following official approval by the Accreditation Commission, the possibility of merging the first two cycles in a long cycle may be granted in specific cases.

Sweden: The three-cycle structure will be introduced by the new law in July 2007.

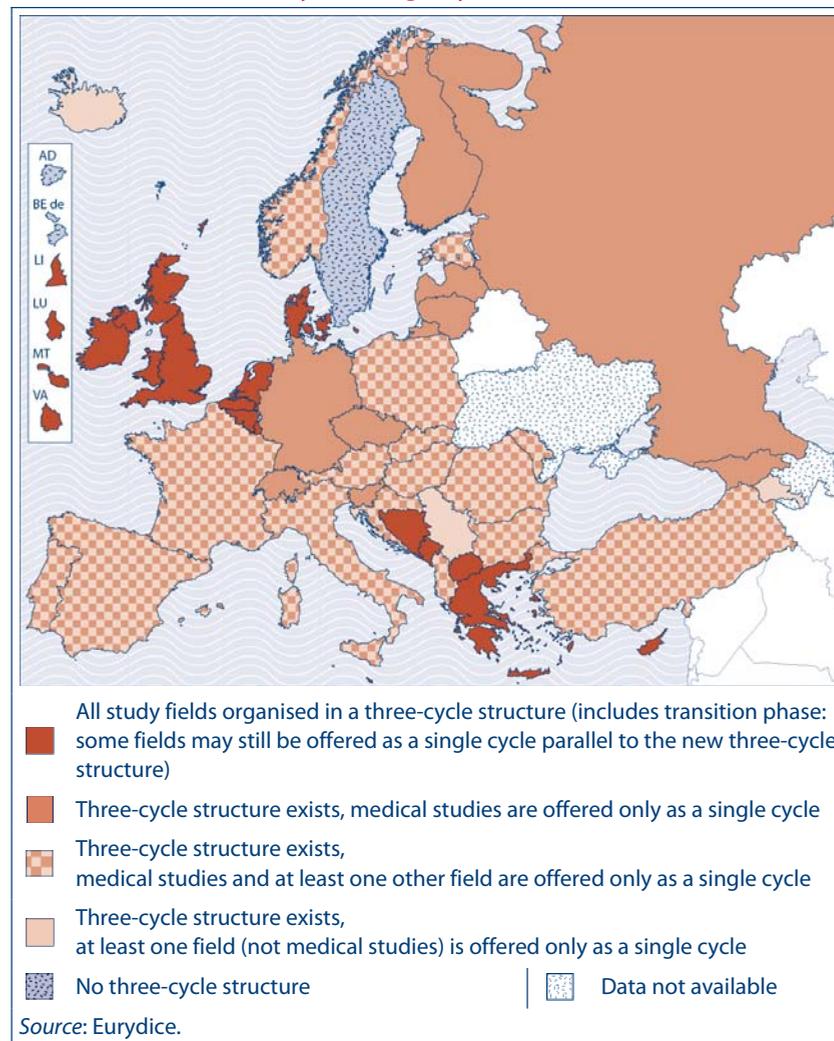
Switzerland: The three-cycle structure will be fully implemented in 2010.

Studies in medicine and related fields are organised in a single cycle in more than half of the signatory countries

In many countries that have introduced or implemented the three-cycle structure, certain study fields remain organised in a single long cycle of 5 or 6 years. Medicine and related study fields are the most frequent exceptions to the three-cycle structure and are organised as 'long studies' in more than half of the signatory countries (Figure A2).

Medical studies are organised as two- or three-cycle programmes in ten countries: Armenia, Bosnia and Herzegovina, Greece, Iceland, Ireland, Malta, the Former Yugoslav Republic of Macedonia, Montenegro, Serbia and United Kingdom. However, the first cycle (bachelor's level) for medical programmes in these countries takes 5 to 6 years. These first-cycle programmes award a qualification that permits graduates to practise their respective professions, although in some cases further 'practical' training may be required. Graduates have the option of enrolling in a second-cycle programme after successfully completing the first cycle.

Figure A2a: Fields of study organised in the three-cycle structure or solely as a single cycle, 2006/07



Explanatory note

There are different types of cycles for medical studies; see text.

Figure A2b: Study fields offered solely as long studies (exceptions to the implementation of the three-cycle structure), 2006/07

	AL	AM	AT	BG	CH	CZ	DE	EE	ES	FI	FR	GE	HR	HU
Medicine and related fields	●		●	●	●	●	●	●	●	●	●	●	●	●
Architecture	●			●				●	●					●
Law				●					●				●	●
Engineering	●							●	●		●			
Theology									●					
Arts		●							●					
Other		●	●					●	●					

	IS	IT	LT	LV	MD	NO	PL	PT	RO	RS	RU	SI	SK	TR
Medicine and related fields		●	●	●	●	●	●	●	●		●	●	●	●
Architecture		●			●	●		●	●					
Law		●					●			●				●
Engineering										●				
Theology	●						●	●					●	
Arts							●							
Other						●	●						●	

Source: Eurydice.

Additional notes (Figure A2b)

Andorra, Belgium (BE de) and Sweden: There is no three-cycle structure.

Azerbaijan and Ukraine: Data not available.

Belgium (BE fr and BE nl), Bosnia and Herzegovina, Cyprus, Denmark, Greece, Holy See, Ireland, Liechtenstein, Luxembourg, FYR of Macedonia, Malta, Montenegro, Netherlands and United Kingdom: A three-cycle structure is in place for all study fields.

Additional notes (Figures A2a and A2b)

Azerbaijan and Ukraine: Data is from the respective national reports submitted to the BFUG for the Stocktaking Report 2007.

Cyprus, Holy See and Liechtenstein: The three-cycle structure is in place, but some study fields/cycles are not offered; students must go abroad to complete some programmes.

Estonia: In the category 'engineering', only civil engineering is offered as a single cycle; all others are organised according to the three-cycle structure.

Additional notes (Figures A2a and A2b – continued)

Luxembourg: Currently only the first and second cycles are offered; third-cycle studies will be introduced in 2007.

Malta: First-cycle (bachelor's level) programmes in accounting, architecture and theology last for five years, but are not considered traditional 'long-cycle' studies.

Poland: Additional areas that will also remain an exception to the 'two-cycle' rule include: 1) acting; 2) art conservation and restoration; 3) moving image production and photography; and 4) psychology, where only single-cycle programmes will be provided; and 5) directing, where each HEI will decide autonomously whether to offer the study programme as a single cycle or in two cycles. According to legislation, programmes in these 'exceptional' fields of study will remain unaffected by the restructuring process.

Sweden: All study programmes will be converted to the three-cycle structure as of July 2007.

Medical studies are organised according to the Bologna Process structure (bachelor/master) in only a few countries or regions, namely the Flemish and French Communities of Belgium, Denmark and Netherlands; however, in these countries, graduates of the first-cycle bachelor's degree programmes are not qualified to practice in their respective fields until they successfully complete the second (master's) cycle.

In Sweden, where the three-cycle structure will be introduced as of July 2007, the reform will affect all study fields, including medicine.

In many countries, studies in architecture, law, engineering and theology are also often exceptions to the three-cycle structure and remain organised in a single cycle (see Figure A2b).

Several other fields of study may also constitute exceptions and remain unaffected by the bachelor/master structure, such as teacher education in Austria, Estonia (grades 1-6) and Slovakia; artistic fields in Armenia; and certain study fields in Poland, Norway and Spain.

ISCED level 5B programmes are rarely structured in bachelor/master levels

In the majority of signatory countries, higher education provision is divided between academic/theoretically-based programmes (ISCED 5A) and practically oriented professional/vocational programmes (ISCED 5B – see Glossary definition of ISCED 1997).

In some countries, ISCED 5A and 5B programmes are provided by different types of institutions (university and non-university, respectively). However, this 'binary' form of organisation is changing; it is increasingly common for universities and non-university institutions to offer programmes at both levels. Furthermore, the two programme levels are gradually becoming more similar to each other in terms of curriculum, orientation and learning outcomes.

Thus in 2006/07, thirteen countries (Armenia, Estonia, Finland, Georgia, Greece, Holy See, Liechtenstein, Luxembourg, Moldova, Norway, Poland, Portugal and Russia) recognise all undergraduate higher education study programmes as ISCED level 5A, even if they are provided by non-university higher education institutions. As per the 2004 law, ISCED level 5B programmes in Romania will be reorganised into ISCED level 5A programmes as of 2007/08.

In Georgia, where all programmes are currently recognised as ISCED level 5A, ISCED 5B programmes will become differentiated from ISCED 5A when the amendments to the law on professional education come into effect (expected in 2007/08; provisions for this change were included in the new law passed by Parliament in March 2007).

In Poland, three-year programmes leading to a diploma from colleges (*kolegia*) for teacher education and foreign language teacher education are classified as ISCED level 5B programmes for the purpose of statistical

data collection at international level; however, these programmes are not recognised as higher education by the national legislation.

Generally speaking, programmes at the ISCED level 5B are not organised according to the bachelor/master structure. However, in five countries (Albania, Bosnia and Herzegovina, Croatia, Italy and Montenegro), the two-cycle structure does apply to ISCED 5B programmes. The first-cycle ISCED 5B programme lasts two, three or four years and gives access to a second-cycle ISCED 5B programme; however, the students concerned cannot gain direct admission to a third-cycle (doctoral level) programme.

In France, first-cycle ISCED level 5B study programme may be followed by a second-cycle programme lasting one year (leading to the *licence professionnelle*) in some study fields; however, there is no bachelor/master type structure at the ISCED level 5B.

Graduates from ISCED 5B programmes often have opportunities to gain admission to ISCED 5A

In all countries that offer professionally-oriented programmes at ISCED level 5B (except Andorra, the Czech Republic, Montenegro and Slovakia), graduates from this level have the option of entering the labour market or to transfer to an ISCED level 5A programme with at least some recognition of their academic achievements. In some cases, ISCED level 5B graduates have the opportunity to gain direct admission to the second or third year of an ISCED level 5A bachelor's programme, or may even gain access to a master's programme. This path is often subject to varying conditions, depending on the country or programme concerned and it is sometimes only possible within the same field of study.

In the French Community of Belgium, access to a bachelor's or master's ISCED 5A programme from ISCED 5B is dependent either on completion of a 'bridging' programme (*passerelle*) or on the basis of their personal

and professional past achievements. In France, ISCED level 5B graduates may also gain admission to studies at ISCED level 5A on the basis of a similar bridging principle and recognition of their past record; furthermore, ECTS credits are taken into account and permit exemption from all or some ISCED level 5A programmes (*licence* and/or *master's*). In the Flemish Community of Belgium, direct access from ISCED levels 5B and 5A to the master's level 5A is possible only if the study field does not change. If students switch to a new discipline between the bachelor's and master's levels, they are also required to complete a bridging programme.

In Croatia, each institution determines the requirements for ISCED 5B graduates to transfer to an ISCED 5A bachelor's programme. In Malta, students can transfer to ISCED 5A after one to two years of study in an ISCED 5B programme. In Italy, the law states that universities must recognise all previously acquired professional knowledge and/or skills and consider them as university study credits.

In Hungary, graduates of ISCED 5B programmes may transfer up to 60 credit points toward an ISCED 5A bachelor's programme (the ECTS credits earned at the ISCED level 5B are taken into account and permit exemption from certain lectures or seminars of the ISCED level 5A). However, in order to gain admittance to an ISCED 5A programme, ISCED 5B graduates also have to apply via the regular admissions procedure along with all other applicants.

In the Netherlands, pilot projects were initiated in September 2006 to introduce newly structured ISCED 5B programmes. The ISCED 5B qualification now results in an associate degree, which permits students to transfer to the ISCED level 5A with an accumulated 120 ECTS credits.

In Poland, applicants who have completed an ISCED 5B programme may obtain a bachelor's qualification subject to passing a special examination.

In Turkey, students who complete an ISCED 5B programme can access an ISCED 5A programme by taking a centrally administered examination followed by a 'bridging' course for up to one year, after which they can continue their studies in the third year of the ISCED 5A programme.

SECTION B: THE THIRD CYCLE – DOCTORATES

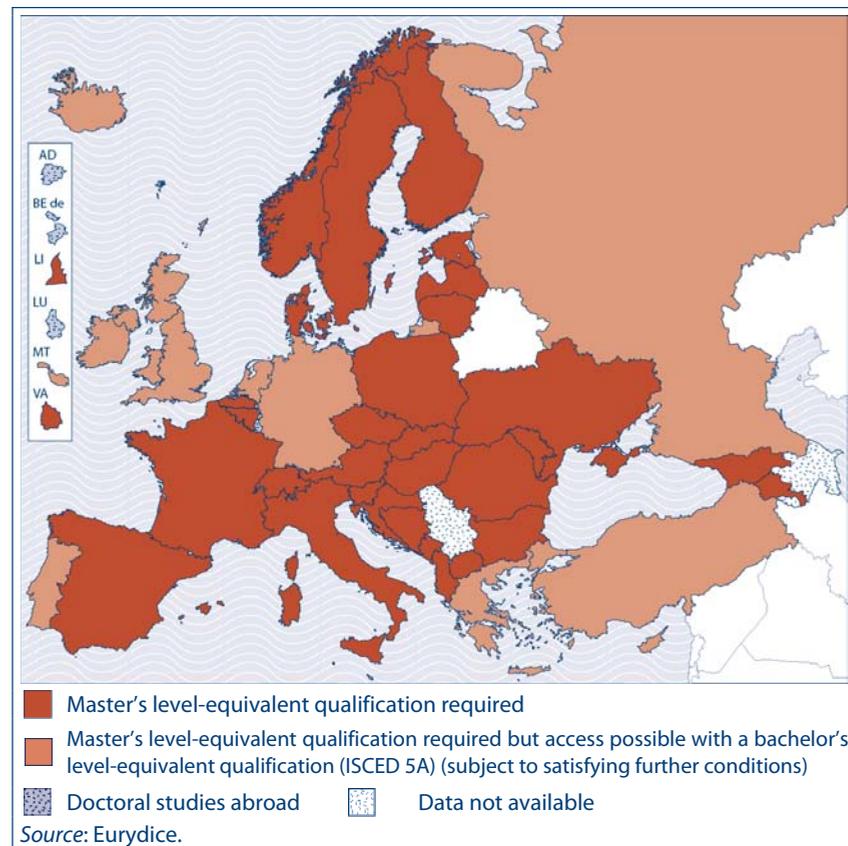
At the last two conferences organised as part of the follow-up of the Bologna Process, the ministers responsible for higher education in the Bologna Declaration signatory countries emphasised the need to enhance constructive interaction between the European Higher Education Area and the European Research Area, and to regard doctoral studies as the third cycle of higher education. The ministers also emphasised that the normal workload in the third cycle in most countries should correspond to three to four years of full-time study, and highlighted the importance of research training as an integral part of the third cycle.

Generally only applicants with an ISCED 5A master's qualification can gain access to doctoral studies

Access to doctoral studies is generally restricted to applicants who have successfully completed a second-cycle master's programme at ISCED level 5A, or an equivalent qualification (Figure B1). However, in some countries, there may be other selection requirements determined at national level or by the respective institutions. In addition to a master's level qualification in Hungary, for example, all applicants must hold a special certificate testifying to their proficiency at a foreign language. Doctoral students are selected via an admissions procedure; applicants are required to present an outline of their doctoral dissertation and appear for an interview.

In Spain, students who obtain the master's level qualification are also required to follow high-level theoretical training before embarking on individual research work (see Figure B2).

Figure B1: Qualification required for access to doctoral studies, 2006/07



Additional notes (Figure B1)

Greece: Only faculties that do not offer second-cycle programmes (due to practical reasons only) accept students without a second qualification for doctoral studies.

Liechtenstein: The master's level qualification is mostly obtained abroad.

Luxembourg: Doctoral studies will be introduced in 2007.

Romania: A bachelor's level qualification obtained before the new structure came into effect in 2005/06 gives access to a doctoral programme.

Ukraine: Data is from the national report submitted to the BFUG for the Stocktaking Report 2007.

In eleven countries, most of which participate in EU cooperation programmes (Cyprus, Germany, Greece, Iceland, Ireland, Malta, Netherlands, Portugal, Russia, Turkey and United Kingdom), students can gain access to a doctoral programme after certified satisfactory completion of only the ISCED 5A first-cycle bachelor's level. Generally speaking, this possibility is subject to certain conditions.

In Cyprus, students who have completed the first cycle may gain admission to a doctoral programme provided they first undertake special theoretical training at the postgraduate level equivalent to 60 ECTS credits. In Germany, particularly talented students may continue with doctoral studies directly after the bachelor's level if they successfully pass a special, subject-specific test. In Greece, the first qualification (*ptychio*) may be sufficient for access to a doctoral programme in faculties that do not offer second-cycle studies. In Ireland, the decision to authorise a student to embark on a doctorate directly after the bachelor's level is at the discretion of each higher education institution.

In Malta and the United Kingdom, applicants with an Upper Second Class Bachelor's degree are permitted to enrol in a master of philosophy programme. After at least 15 months of full-time research, these students may be admitted to a PhD programme, in which case the studies at the master's level count as part of the doctoral programme. In Malta, these regulations are being revised as of 2006/07. Meanwhile, in the United Kingdom, in some cases a student with good results in a bachelor's degree with Honours in a relevant discipline may be able to embark on a doctorate without a master's degree with the agreement of the doctoral supervisor(s).

In the Netherlands, admission to doctoral programmes always requires prior approval from the supervising professor and, in very rare instances, students with a bachelor's level qualification may be accepted.

In Portugal, a higher education institution may admit an applicant without a master's level qualification if the student has sufficient academic or scientific experience and is deemed capable of undertaking third-cycle doctoral studies.

In the event of exceptional performance in first-cycle studies in Turkey, students may be allowed to enrol in a doctoral programme without pursuing the master's degree. All prospective students must take an examination administered centrally by the national Council of Higher Education. They must also obtain certification of foreign language proficiency and fulfil any additional requirements established by the Senate of the university in question.

In Iceland, a student without the master's qualification may embark on the doctorate in certain fields; however, in such cases, a longer period of study is entailed.

In Russia, entry in the *kandidat nauk* programmes normally requires a master's or specialist's degree; however, the law does not prohibit applicants with only a bachelor's degree from entering the *kandidat nauk* level.

Research training is included in doctoral programmes in virtually all signatory countries

In nearly every country, doctoral programmes include some form of research training (theoretical courses) on either a compulsory or optional basis in addition to individual research (with the exceptions of Bosnia and Herzegovina – where reforms will be introduced when the new Law on Higher Education is passed – and the Former Yugoslav Republic of Macedonia). In many countries, research training is compulsory and occurs in parallel with individual research (Figure B2).

Figure B2: Research training in doctoral programmes, 2006/07

	AD	AL	AM	AT	AZ	BA	BE de	BE fr	BE nl	BG	CH	CY	CZ	DE	DK	EE	EL	ES	FI	FR	GE	HR	HU	IE	
A		○	●	●	:			○	○		○	●	●	●	●				●	●	●	●	●	●	▲
B	⊗				:		⊗					▲					▲	●							
A or B					:					●				▲											

	IS	IT	LI	LT	LU	LV	MD	ME	MK	MT	NL	NO	PL	PT	RO	RS	RU	SE	SI	SK	TR	UA	UK	VA	
A	▲		●	●		●	●	●		○	○	●	●		●	●	●	●		●	●	:			
B					⊗																	:			
A or B		○												○				●				:	▲	○	

A = Research training parallel to individual research

B = Research training before individual research

- Compulsory ○ Optional ▲ Required under certain circumstances
: Data not available ⊗ Not applicable: the doctorate is not offered

Source: Eurydice.

Additional notes (Figure B2)

Bosnia and Herzegovina: Research training is currently not required; however, all doctoral programmes will be revised according to the Bologna Process upon adoption of the anticipated new law on higher education.

Bulgaria: In practice, theoretical training occurs most often parallel to individual research.

Liechtenstein: Only two doctoral programmes (in philosophy and scientific medicine) are offered.

Luxembourg: A doctoral programme will be offered at the university from 2007.

FYR of Macedonia: Doctoral programmes consist solely of individual research guided by an academic mentor and defence of a doctoral thesis, with one exception: there is a PhD programme in engineering at the Ss. Cyril and Methodius University, Skopje that incorporates classes at the doctoral level.

Malta: The University of Malta is in the process of revising its official regulations applicable to the PhD. The new regulations are due for approval in 2006/07.

Explanatory note

Figure B2 refers only to PhD level or equivalent and does not pertain to second-level (*habilitation*) doctoral programmes.

In Bulgaria and Slovenia, research training is compulsory, but each higher education institution determines whether it should be undertaken before or during individual research at the doctoral level.

In Germany, the inclusion of theoretical training in a doctoral programme and the point at which it should occur (before or during individual research) depend on regulations for each respective doctoral programme. In doctoral colleges (*Graduiertenkollegs*), this training may be required under certain circumstances, especially in the field of natural sciences.

In Ireland, only certain professional doctoral programmes include theoretical research training. In Iceland, it depends on the nature of the research. In the United Kingdom, certain bodies that fund third-cycle studies require one year's training in research methods before or during the first part of doctoral studies.

In Albania, the French and Flemish Communities of Belgium, Malta, the Netherlands and Switzerland, theoretical training is offered to students on an optional basis parallel to individual research. In Italy, the law states that optional theoretical courses may be provided, but each institution determines whether to offer them before or during the doctoral studies. In the Holy See, training may occur either prior or parallel to individual research.

The notional length of a doctorate is often set at three or four years

In eleven countries, namely Austria, Bulgaria, Denmark, France, Holy See, Hungary, Italy, Former Yugoslav Republic of Macedonia, Norway, Slovenia and Ukraine, the notional duration of the third cycle is three years of full-time study. In Armenia and Russia, PhD-equivalent doctoral programmes also take three years.

The full-time duration for doctoral studies in Spain, Finland, Lithuania and Sweden is set at four years.

Doctoral programmes take between three and four years in Bosnia and Herzegovina, the Czech Republic, Germany, Estonia, Iceland, Latvia, Poland, Slovakia and Switzerland.

In the United Kingdom, doctoral programmes normally require three to four years of full-time study. The length of doctoral programmes is established at the institutional level; however, a measure of central control is exerted through research councils, which fund doctoral study up to a maximum of four years.

The maximum time limit for doctoral studies is five years in Malta and Romania, and in Cyprus candidates can take between three and eight years to complete their studies.

Although there is not always a maximum time limit for completing doctoral studies, nearly every signatory country has set the minimum number of years for the full-time duration of doctoral studies. In Liechtenstein, a doctorate takes at least two years to complete. It takes a minimum of three years in Albania, the French Community of Belgium, Croatia, Georgia, Greece, Ireland, Moldova, Montenegro, Portugal and Serbia. The minimum time needed for a doctorate in the Netherlands and Turkey is four years.

Explanatory note (Figure B3)

Figure B3 refers only to PhD level or equivalent and does not pertain to second-level (*habilitation*) doctoral programmes.

Figure B3: The notional length of full-time doctoral studies, 2006/07



Source: Eurydice.

Additional notes (Figure B3)

Austria: It will remain possible to complete a doctorate in two years until 2009/10.

Belgium (BE nl): The average full-time duration of doctoral studies is four-and-a-half years; the normal length is four years.

Denmark: Traditional doctoral studies (for the *doktorgrad*) are longer (generally 5-8 years).

Luxembourg: When the first doctoral programme is introduced in 2007, it will have a notional full-time duration of three years.

Poland: Although doctoral studies vary between 3 and 4 years of full-time study, the 4-year programmes are the most prevalent.

Ukraine: Die Angaben stammen aus dem nationalen Bericht, die der BFUG für den *Stocktaking Report 2007* vorgelegt wurde.

United Kingdom: Doctoral programmes normally require three to four years of full-time study; however, this is determined at the institutional level and can vary across the UK system.

SECTION C: THE EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS)

ECTS (see Glossary) was first used essentially as a credit transfer system for student mobility in the Erasmus Programme (from 1989/90 onwards). With the Bologna Declaration, ECTS has become one of the central elements in the process of making the structure of European higher education more consistent.

The importance of ECTS with regard to student mobility and the development of international programmes was restated in the Communiqués of the conferences of ministers responsible for higher education in Berlin (September 2003) and Bergen (May 2005). In the Berlin Communiqué, the signatory countries were encouraged to apply ECTS no longer just as a credit transfer system but also as a credit accumulation system. In the Bergen Communiqué, attention was drawn to the use of ECTS in the first and second study cycles, with special emphasis on its importance in the overarching framework for qualifications in the European Higher Education Area (EHEA), which was adopted at the conference.

For this report, ECTS is regarded as implemented when the arrangements for its introduction are included in the legislation currently in force, when it applies to almost all programmes offered by almost all higher education institutions, and when it satisfies the requirements of 60 credit points based on student workload and is used for both credit transfer and accumulation. Consequently, implementation of ECTS for use solely within European mobility programmes is not taken into account in Figures C1 to C3.

The introduction of ECTS has been made obligatory by law in most signatory countries

In 2006/07, most signatory countries have implemented ECTS as such (fully in accordance with the aforementioned requirements, rather than merely adopting compatible national credit systems or limiting the use of ECTS to European mobility programmes). The system was generally introduced between 2000 and 2005 and is underpinned by legislation. A few countries or regions (Austria, the Flemish Community of Belgium and Romania) partially introduced it on a legislative basis before 2000.

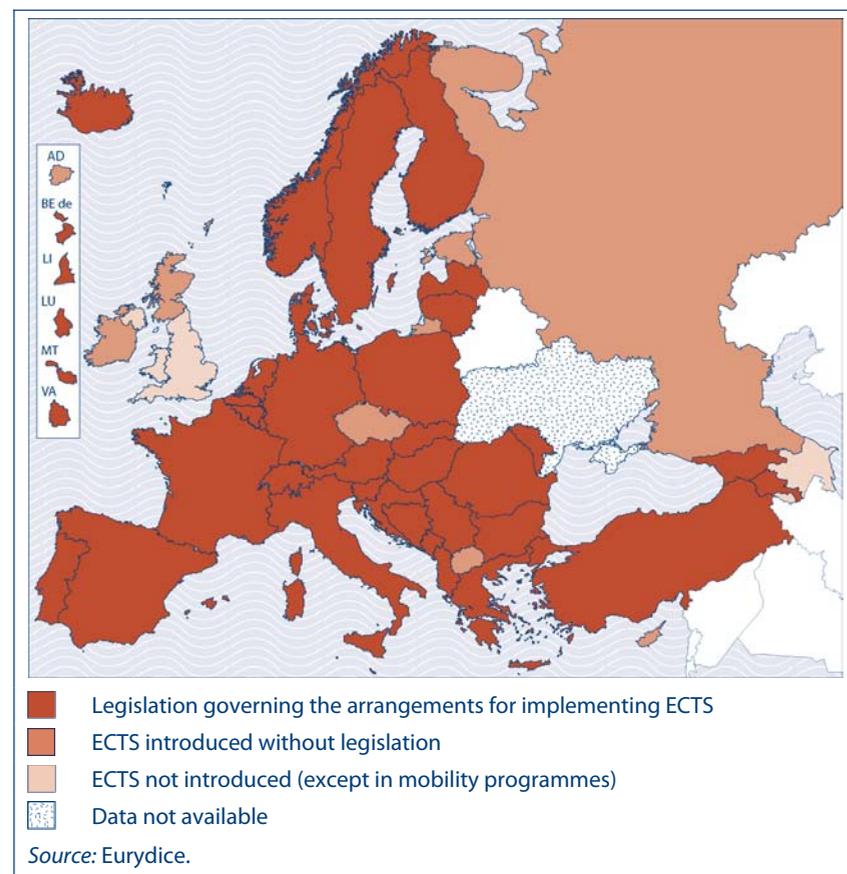
It is clear from observation of the situation since 2005 that ECTS is usually introduced by legislation. Of the countries that have introduced ECTS without legislation, over half of them have recently passed laws on procedures for implementing it or are on the point of doing so. In Armenia, Greece, Liechtenstein, Moldova and Poland, legislation adopted in 2005 or more recently states that ECTS is mandatory. In Andorra, Cyprus and Estonia (in which ECTS will become compulsory in all higher education institutions from 2009/10 onwards), draft laws or regulations await ratification or formal approval. In the Czech Republic, no legislation is planned at present. While the introduction of ECTS in Ireland is not governed by legislation, it has been incorporated into the national awards systems. In the Former Yugoslav Republic of Macedonia, the 2000 Law on Higher Education requires all higher education institutions to organise credit-based undergraduate and postgraduate studies; however, institutions are free to introduce either ECTS or a different system.

Among those countries that had not introduced ECTS by 2005 (aside from its use solely in mobility programmes), the situation has changed in Georgia (the 2004 law requires full implementation by 2009/10), Portugal (according to the new law, it will be mandatory as of 2006/07) and in Turkey (where it has been mandatory since the end of 2005/06).

Programmes offered by the German-speaking Community of Belgium solely at ISCED level 5B have also adopted ECTS since 2005/06.

In Sweden, a new system based on ECTS has been adopted and will be applied starting 1 July 2007.

Figure C1: Legislation concerning ECTS, 2006/07



Additional notes (Figure C1)

Andorra: ECTS has been implemented since 2004/05 without being underpinned by legislation. It will become mandatory when the new law on universities is passed.

Azerbaijan: Data is from the national report submitted to the BFUG for the Stocktaking Report 2007.

Belgium (BE de): ECTS is used for ISCED level 5B programmes, the only ones currently on offer.

Bosnia and Herzegovina: Legislation regulates this issue at entity level (in the *Republika Srpska*) and in the majority of cantons. ECTS is also referred to in the draft Law on Higher Education, which is still awaiting ratification by parliament.

Cyprus: An amendment to current legislation on higher education institutions, which calls for mandatory adoption of ECTS, is currently under discussion.

Estonia: Under new legislation awaiting adoption, the introduction of ECTS will become mandatory as of 2009/10.

Latvia and Lithuania: The existence of ECTS alongside the national credit system is referred to in current legislation. New legislation seeking to replace the national credit system with ECTS is awaiting adoption.

Poland: The 2006 regulations that came into force on 1 January 2007 require that ECTS should be compulsorily introduced in all bachelor's and master's programmes.

Portugal: According to the new law, ECTS should be progressively introduced in 2006/07.

Spain: The legislation states that ECTS should be introduced in all three-cycle study programmes by October 2010. The system is currently applied solely in master's level programmes.

Sweden: The legislation concerns the new credit point system in line with ECTS.

United Kingdom: Higher education institutions are independent, self-governing bodies empowered by a Royal Charter or an Act of Parliament to develop their own degrees. Institutional autonomy means there are no significant legal obstacles to introducing the Bologna reforms and the higher education sector has responded positively to the developments arising from the Bologna Process.

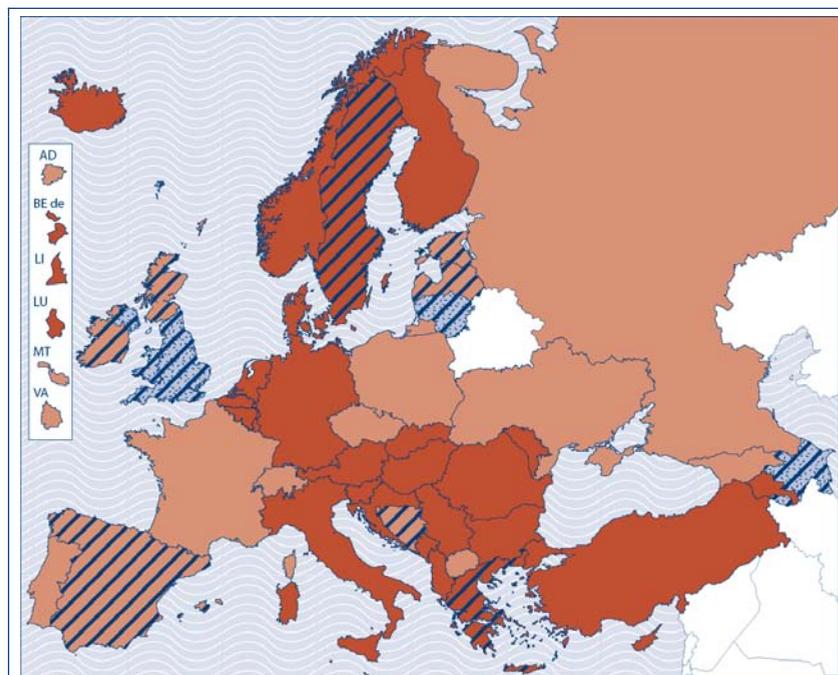
ECTS is in general use in most signatory countries

In 2006/07, ECTS was in place in the great majority of countries. In over half of them, it is used in all institutions and study programmes, whether compulsorily and/or in practice.

In the other countries, ECTS has been at least partially implemented. In France, it will be totally implemented in 2007/08. In Georgia, many

universities have already introduced ECTS in advance of the legislative requirement for full implementation by 2009/10. In Switzerland, ECTS is being introduced progressively in accordance with implementation of the three-cycle structure (due for full implementation in 2010).

Figure C2: Level of implementation of ECTS, 2006/07



- Mandatory introduction in all study programmes or general implementation
- Partial and gradual introduction
- + national credits compatible with or parallel to ECTS
- Solely national credits

Source: Eurydice.

Additional notes (Figure C2)

Azerbaijan: A national credit system approximately compatible with ECTS was introduced in 2006. Full-scale transfer to the credit system is planned for 2010.

Azerbaijan and Ukraine: Data is from the respective national reports submitted to the BFUG for the Stocktaking Report 2007.

Belgium (BE fr): ECTS has been mandatory since 2005. It is being fully implemented.

Cyprus: All study programmes at the University of Cyprus have begun using ECTS since September 2005.

Estonia: ECTS will be introduced compulsorily at all higher education institutions in 2009/10.

Georgia: At present, all 43 accredited higher education institutions have already introduced the ECTS system into the curriculum at all levels (bachelor/master/doctorate).

Greece: ECTS is being fully implemented.

Holy See: Following the legislation of 2004, ECTS is being gradually implemented.

Ireland: ECTS is generally used in programmes leading to a bachelor's degree. It is being steadily introduced in programmes leading to master's and doctoral degrees in the university sector.

Malta: ECTS is mandatory in all first- and second-cycle programmes except those in medicine and dental surgery.

Portugal: ECTS is being progressively introduced in 2006/07.

Romania: ECTS has been used on a general basis since 2005/06.

Russia and Ukraine: The existing national credit system was created based on ECTS.

Spain: ECTS is currently applied solely in master's programmes.

Sweden: The new system based on ECTS that will come into effect in July 2007 will be mandatory for all institutions and programmes.

United Kingdom: In Scotland and Wales, two credits in the national systems equate to one ECTS credit. In England and Northern Ireland, a credit system in which two credits equate to one ECTS credit has also been recommended by a cross-sector steering group.

Explanatory note

National credits regarded as compatible are based on student workload and/or learning outcomes.

The first category in the key ('mandatory introduction in all study programmes or general implementation') is based mainly on national legislation and refers to the obligation to introduce ECTS in all institutions and study programmes. Where no legislation regulates its implementation, the meaning of 'general implementation' is that ECTS is used at all higher education institutions in all fields of study, for all course modules in all study programmes, and for all students.

Among countries with a national credit system, some of them have adapted it (Italy, Netherlands and Norway) or abolished it in favour of a credit system totally compatible with ECTS (Finland, since August 2005). Others will also abolish their existing credit systems, including Bosnia and Herzegovina and Estonia (both by 2009/10), Latvia and Lithuania, where proposals to replace the national credit systems with ECTS await adoption. In Sweden, a new system based on ECTS will come into effect on 1 July 2007.

In Spain, ECTS is currently solely applied in master's programmes, whereas the traditional national credit system (not compatible with ECTS) is still used for other programmes. ECTS is to be applied to all degree programmes when the three-cycle structure is introduced by October 2010.

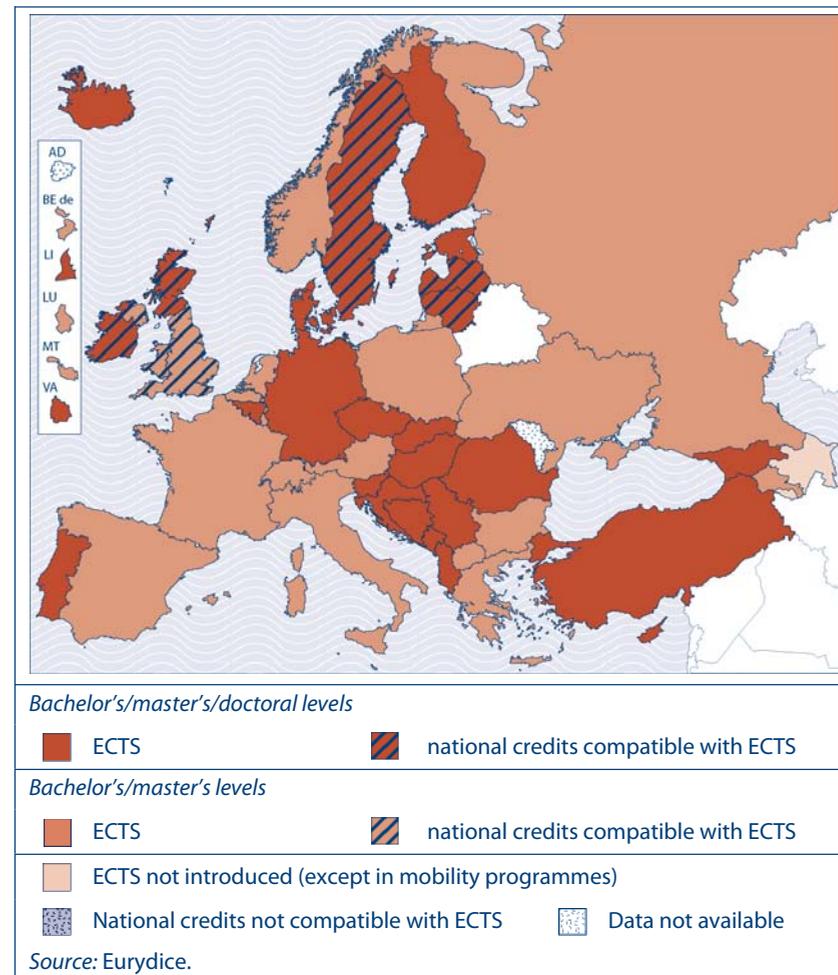
In the United Kingdom, the national systems already in place in Scotland and Wales are compatible with ECTS, while a system for England proposed by a cross-sector steering group reflects current practice in England and is also compatible with ECTS.

All countries that offer a three-cycle structure (Figure A1), irrespective of the level of implementation of ECTS (Figure C2), make use of this credit system (or a compatible national system) at least in first- and second-cycle programmes (as recommended in the Bergen Communiqué). Over half of them also use it for programmes leading to doctorates (Figure C3).

In Ireland, ECTS is used in all programmes leading to bachelor's qualifications and is gradually being applied in those at master's and doctoral level.

In Malta, ECTS is used at bachelor's and master's levels and not in doctoral programmes as they are predominantly based on individual research (Figure B2).

Figure C3: Application of ECTS to three-cycle study programmes, 2006/07



Additional notes (Figure C3)

Azerbaijan and **Ukraine**: Data is from the respective national reports submitted to the BFUG for the Stocktaking Report 2007.

Belgium (BE de): ECTS is applied solely to the existing ISCED 5B bachelor's programmes.

Bosnia and Herzegovina: ECTS is not applied at the doctoral level in all higher education institutions.

Lithuania: ECTS is used solely for European mobility programmes.

Spain: ECTS is currently applied solely in master's programmes.

Sweden: ECTS will be introduced on 1 July 2007 and used in all programmes with effect from that date.

ECTS is most commonly used for both credit transfer and accumulation

In the great majority of countries in which ECTS has been introduced, it is used for both the transfer and accumulation of credits. The use of ECTS for both purposes was recently introduced at many institutions in the Czech Republic and Poland.

In Latvia, the Holy See and the United Kingdom (in the case of compatible national credit systems), ECTS is used solely for purposes of transfer. This is changing in Latvia, where the draft law on higher education (due for adoption in 2007) provides for full implementation of ECTS. In the Holy See, the use of ECTS for credit accumulation is currently the subject of debate.

In Bosnia and Herzegovina, ECTS has so far been used solely for accumulation; it is not used for transfer due to the low level of student mobility.

SECTION D: THE DIPLOMA SUPPLEMENT

The Diploma Supplement: a widespread measure

The purpose of the Diploma Supplement (DS) is to ensure that acquired knowledge and ability will be transparent and readily understood in the context of mobility. The Berlin Communiqué stated that, as of 2005, all graduating students should receive this document automatically, free of charge and in a widely used European language.

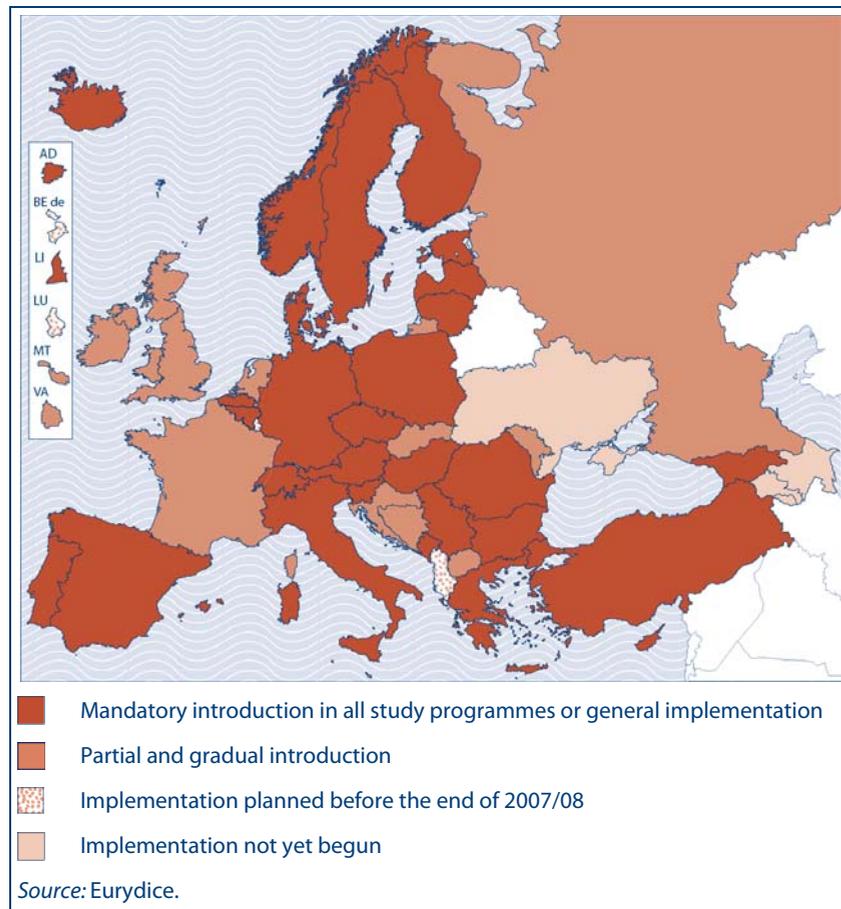
By 2006/07, the DS was specifically referred to in legislation and issued by higher education institutions in the majority of signatory countries. Although the DS was initially introduced without legislation in several countries, most of them have recently made it mandatory. Eight countries did so in 2005, namely Austria, Czech Republic, Finland, Holy See, Italy, Liechtenstein, Netherlands and Poland.

In most cases, the implementation of the DS began between 2001 and 2004. Bosnia and Herzegovina, Georgia, Greece and Ireland introduced it in 2005, and Malta in December 2006.

By 2006/07, the DS should be issued in all institutions and for all study programmes in over half of the countries concerned, in accordance with legislation or official documents. It has been used on a general basis in Hungary since March 2006 and in Turkey since the end of 2005/06. In Portugal, it has been the case since 2007.

In around one-third of the signatory countries, the DS is only partially implemented (it is used in certain institutions and programmes). In Croatia and Russia, it will be issued on a general basis from 2008, and in France from 2009. In Ireland and the United Kingdom (Scotland), this is occurring in 2007.

Figure D1: Level of implementation of the Diploma Supplement, 2006/07



Additional notes (Figure D1)

Albania: The DS will be implemented at the end of the 2006/07 academic year.
Armenia: The national DS will be replaced in 2007 by one following the EU/Council of Europe/ Unesco format.
Azerbaijan: Preparation of a DS that complies with the EU/Council of Europe/ Unesco format will be completed soon; plans for implementation will follow.

Additional notes (Figure D1 continued)

Azerbaijan and Ukraine: Data is from the respective national reports submitted to the BFUG for the Stocktaking Report 2007.
Bulgaria: The DS is issued by all higher education institutions but only for bachelor's and master's programmes.
Croatia: In the last few years, some faculties have been issuing the DS to students who graduated from pre-Bologna programmes.
Cyprus: The situation shown relates to the University of Cyprus.
Georgia: According to the current legislation, all higher education institutions at all levels have been obliged to issue the DS since 2005.
FYR of Macedonia: Current legislation does not require higher education institutions to issue the DS; however, several have done so at their own discretion.
Ukraine: The Diploma Supplement will be introduced with effect from 2008/09.

Explanatory note

The first category in the key ('mandatory introduction in all study programmes or general implementation') is based mainly on national legislation and refers to the obligation to introduce the DS in all institutions and study programmes. Where no legislation regulates its implementation, the meaning of 'general implementation' is that the DS is used at all higher education institutions in all fields of study, for all course modules in all study programmes, and for all students.

Six countries or regions have not yet implemented the DS. In four of these, arrangements for introducing it are indicated in current legislation. In the German-speaking Community of Belgium and in Luxembourg, it is planned that it should come into use at the end of 2007/08 and during 2007/08 respectively. In Ukraine, it is expected that the DS will be implemented in 2008/09. In Albania, a working group is currently designing a DS for implementation at the end of the 2006/07 academic year.

The Armenian ENIC/NARIC has prepared a DS to be finalised in April 2007; the DS based on the EU/Council of Europe/Unesco format will be issued to master's level students graduating in June-July 2007.

In Azerbaijan, the current DS is based on a national format not yet revised in accordance with the EU/Council of Europe/Unesco format.

In the Flemish Community of Belgium, the Netherlands and the United Kingdom (Scotland), the DS exists in a form close to the EU/Council of Europe/Unesco format.

Provision of the Diploma Supplement is automatic and free of charge in most signatory countries

Regardless of the extent to which it is used, the Diploma Supplement is generally issued automatically and free of charge to graduates at the end of their study programme (Figure D2).

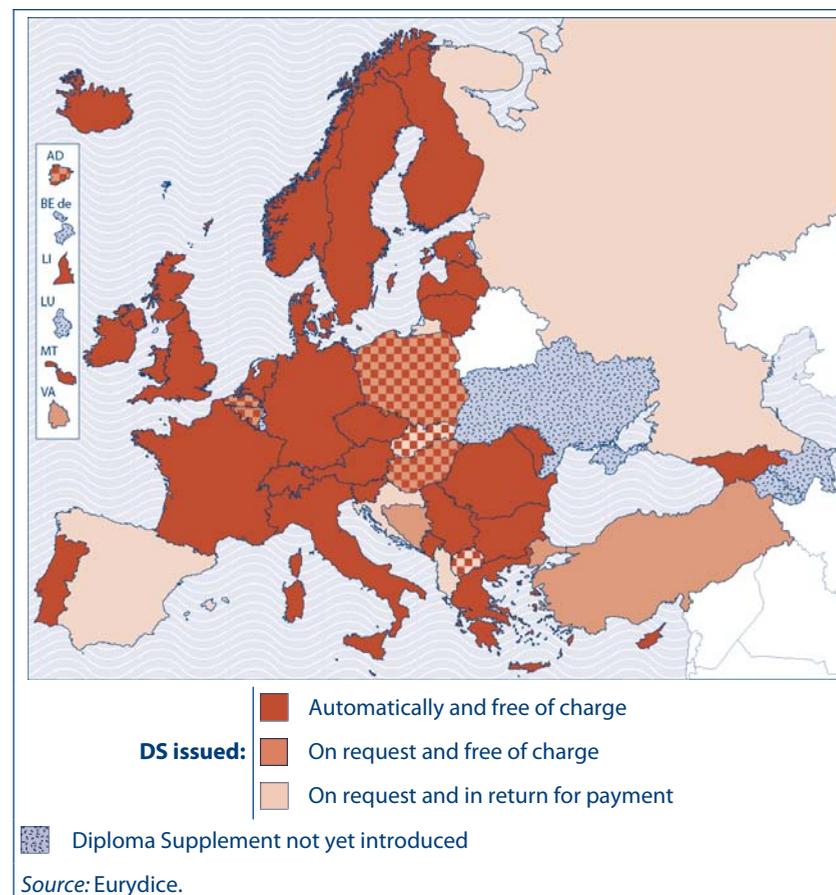
However, in seven countries this is not the case. Albania (as of 2006/07), Bosnia and Herzegovina, Croatia, the Holy See, Russia, Spain and Turkey issue it only on request. The English language version of the document is also issued on request in the Flemish and French Communities of Belgium and in Poland. In Andorra, it is provided on request in languages other than Catalan. In Hungary, it is issued automatically in Hungarian and English, but on request in the case of study programmes undertaken in a minority language.

The DS is not yet issued automatically by all institutions in the United Kingdom (England, Wales and Northern Ireland).

The Diploma Supplement is issued free of charge almost everywhere except in Albania (as of 2006/07), Croatia, the Former Yugoslav Republic of Macedonia (where exemption from payment is at the discretion of each higher education institution), Russia, Spain (irrespective of the language) and Slovakia (solely in the case of the English language version). However, the situation is changing in Croatia and Russia, where the DS will be issued automatically and free of charge from 2008 onwards. In Slovakia and the Former Yugoslav Republic of Macedonia, the situation is somewhat variable and depends largely on the institution concerned.

The DS has been issued automatically and free of charge in Bulgaria since 2005/06.

Figure D2: Compliance with the conditions that the Diploma Supplement be issued automatically and free of charge, 2006/07



Additional notes (Figure D2)

Albania: The DS will be issued on request and in return for payment as of 2006/07.

Armenia: A national DS (not compliant with the EU/Council of Europe/Unesco format) is currently in use and is issued automatically in most cases.

Austria: The DS is usually issued automatically and free of charge; however, as of 2007 it will be issued only on request (but still for free) to graduates of institutions for teacher education (*Akademien für Lehrer/innenbildung* or *Pädagogische Hochschulen*).

Azerbaijan: A national DS (not compliant with the EU/Council of Europe/Unesco format) is issued automatically and free of charge to all students.

Azerbaijan and Ukraine: Data is from the respective national reports submitted to the BFUG for the Stocktaking Report 2007.

Belgium (BE de): The DS will be implemented at the end of 2007/08. It will be in German, English and French and issued free of charge and automatically in all the languages concerned and for all programmes on offer.

Cyprus: In a few private institutions, the DS is issued on request and free of charge in English.

Lithuania: The DS has been issued automatically since 2006.

Netherlands: The DS has been issued automatically since March 2005.

Russia: As of 2008, the DS will be issued to graduates of all accredited programmes automatically and free of charge.

Slovenia: The DS has been issued automatically and free of charge since 2000/01, and in one of the official EU languages since 2005/06.

Ukraine: When the DS is introduced in 2008/09, it will be issued automatically and free of charge.

The Diploma Supplement is generally issued in English or in the language of instruction and in English

Croatia, Cyprus, Germany, Ireland, Malta, the Nordic countries and the United Kingdom issue the DS solely in English.

More than half of the signatory countries issue the DS in the language of instruction and in English. In Albania, this will also be the case when the DS is introduced by the end of 2006/07.

In Serbia, the DS is issued in Serbian and English, as well as the language of instruction if this is neither. In the Netherlands, the DS is issued in

either the national language or in English. In three other countries (France, Slovenia and Spain), depending on the wishes of the student and the choices offered by the institution, the DS is available in the language of instruction and one of the official languages of the European Union.

Andorra and Turkey appear noteworthy for the range of languages in which the DS may be made available. Andorra issues the document in Catalan, English, Spanish, French or Portuguese. In Turkey it is available in English, German or French (as well as in Turkish).

In Poland, it was issued (other than in Polish) in German, English, Spanish, French or Russian until January 2007.

Additional notes (Figure D3)

Azerbaijan: The national DS is issued in Azerbaijani to all domestic students; international students receive the Supplement in Azerbaijani and English.

Azerbaijan and Ukraine: Data is from the respective national reports submitted to the BFUG for the Stocktaking Report 2007.

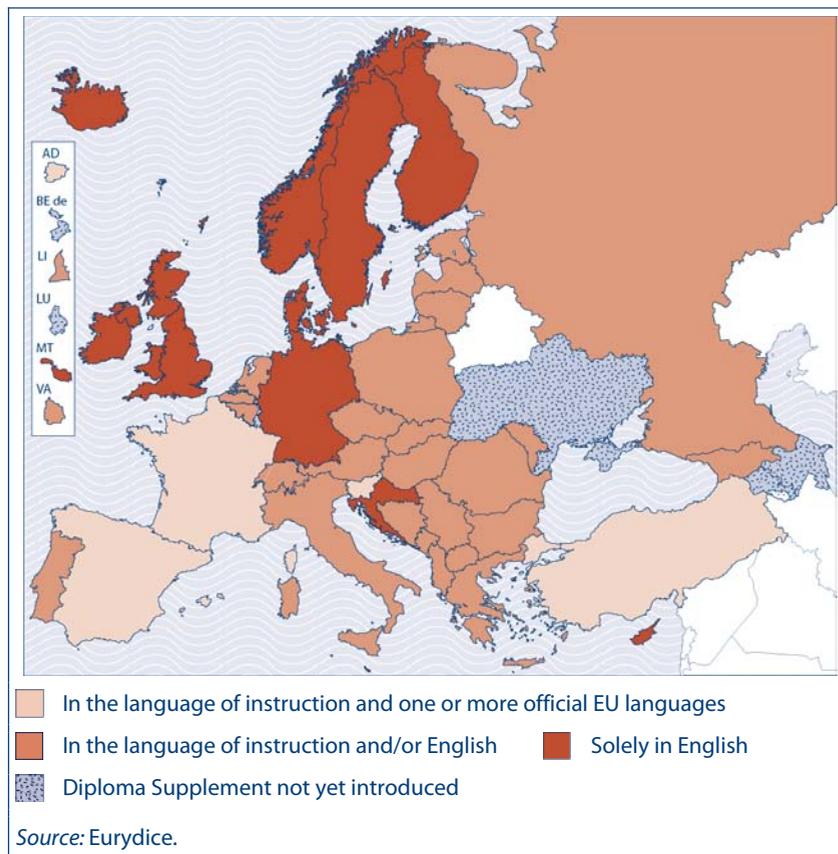
Belgium (BE nl): The DS is issued in Dutch to all students. According to regulations, it is issued on request in English, but in practice all institutions issue the DS in Dutch and English.

Czech Republic: In principle, it is at the discretion of the higher education institution concerned to determine which language other than the language of instruction the DS is issued. In practice, most institutions issue the DS in Czech and English.

Iceland: Certain higher education institutions also issue the DS in Icelandic.

United Kingdom (WLS): Some Welsh institutions issue the DS in English and Welsh.

Figure D3: Languages in which the Diploma Supplement is issued, 2006/07



SECTION E: OTHER MEASURES TO PROMOTE RECOGNITION

A National Qualifications Framework (NQF) has been adopted in around ten countries

At the Bergen Conference, the European ministers of higher education adopted an **overarching framework of qualifications for the European Higher Education Area (EHEA)**. This includes reference to the three-cycle study structure and makes use of generic descriptors for each cycle (based on learning outcomes, competences and credits for the first and second cycles).

The ministers agreed to prepare national frameworks compatible with the EHEA overarching framework by 2010 and to have begun this task by 2007.

A **National Qualifications Framework** (see Glossary) may be defined as a mechanism for describing formal qualifications and other learning outcomes at all levels of education; its components and format may vary from one country to the next. It is also intended that the framework should be an intelligible, meaningful resource at international level. As of February 2007, nine countries or regions (most of them EU Member States) reported that they had adopted (but not necessarily implemented) a framework of this kind for higher education. France and the United Kingdom did so in 2002 and 2001 respectively; most other countries in this group have done so since 2003.

With the May 2007 London conference approaching, Ireland and Scotland have taken part in a pilot project seeking to self-certify the compatibility between their national frameworks and the EHEA framework. This follows the Bologna Process ministerial summit in Bergen in 2005, when a report adopted by ministers from participating countries called for the

development of self-certification arrangements regarding the compatibility of national qualifications frameworks with the EHEA framework. However, Figure E1 refers strictly to the adoption of an NQF (including higher education).

Many countries have yet to adopt an NQF, but plan to do so. Latvia, Malta, the Netherlands and Sweden plan to adopt such a framework in 2007. In the Czech Republic, adoption of the principles for a framework is also scheduled for 2007. In Armenia, this should be achieved by the end of 2009.

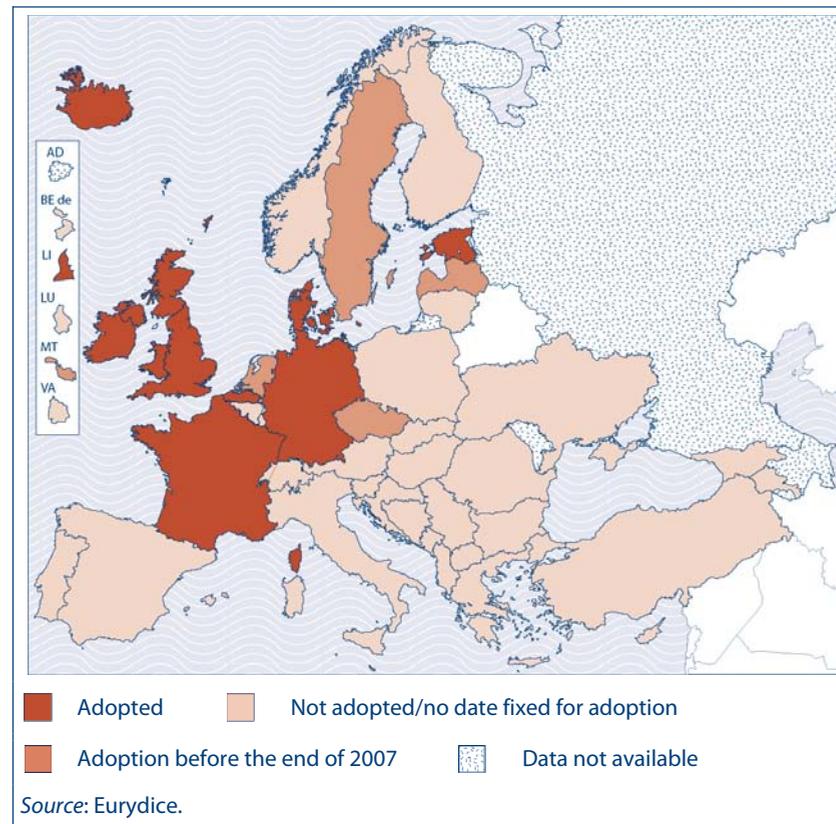
In general, most of the other countries have not set a date for adoption of an NQF but are actively working (in special committees, working groups or through public consultation) to prepare a model for it. Working groups have either been formed recently, as in the case of Belgium (the French Community), Cyprus, Georgia, Poland and Serbia in 2006, or will be very soon (Austria, where consultation begins in 2007).

In Bulgaria, Croatia, Greece, Norway, Spain and Turkey, working groups are proposing in 2007 that their governments should adopt a (full or partial) model framework. In Lithuania, a model of this kind is intended for completion in 2008.

In Albania, the phase of public debate is now over and an NQF is to be the subject of a draft law.

In Finland, a model framework was submitted to the Ministry of Education in 2004, but no decision on its adoption has yet been taken.

Figure E1: The situation regarding the adoption of national qualifications frameworks including higher education, 2006/07



Additional notes (Figure E1)

Albania: The Albanian model of the NQF is based on the UK example. Level descriptors have been drafted in Albanian; the NQF will be in Albanian and English.

Armenia: An NQF is planned for adoption by the end of 2009.

Belgium (BE nl): The principles of a qualifications framework for higher education are set out in a decree of April 2003.

Bosnia and Herzegovina: The project steering board should approve the proposed qualifications framework by April 2007.

Additional notes (Figure E1 – continued)

Czech Republic: The principles of an NQF are set out in a new law to take effect on 1 August 2007.

Georgia: Amendments to the Law on Higher Education are being prepared and the date for adopting an NQF will be fixed accordingly. It is expected that an NQF will be in place by 2008.

Latvia: The principles of an NQF are set out in a draft law on higher education to be adopted in 2007.

FYR of Macedonia: An NQF should be in place by 2009/10.

Malta: It is expected that an NQF consistent with the EHEA overarching qualifications framework will be launched by the autumn of 2007.

Montenegro: A draft version has been prepared and submitted to stakeholders for feedback. Following their responses, a public discussion will be organised and a final version drawn up. This version should be submitted to the government for adoption by December 2007, in accordance with the work programme.

Slovakia: Full implementation of the NQF is planned in 2009.

Ukraine: An NQF should be in place by 2010. Data is from the national report submitted to the BFUG for the Stocktaking Report 2007.

Joint degrees are formally recognised in around half of the countries concerned

In the same way as ECTS and the Diploma Supplement, joint degrees (see Glossary) are meant to play a key part in developing the EHEA. However, the lack of any firm reference to the joint degree concept in formal legislative provisions may have constituted – or still constitutes – a barrier to its recognition.

For this reason and in conjunction with processes for ratifying the Lisbon Convention, the Bergen Communiqué called on the signatory states to recognise joint degrees awarded by two or more countries of the EHEA.

In February 2007, the award of national or international joint degrees was provided for in the national legislation or official documents of around half of those countries for which information was available.

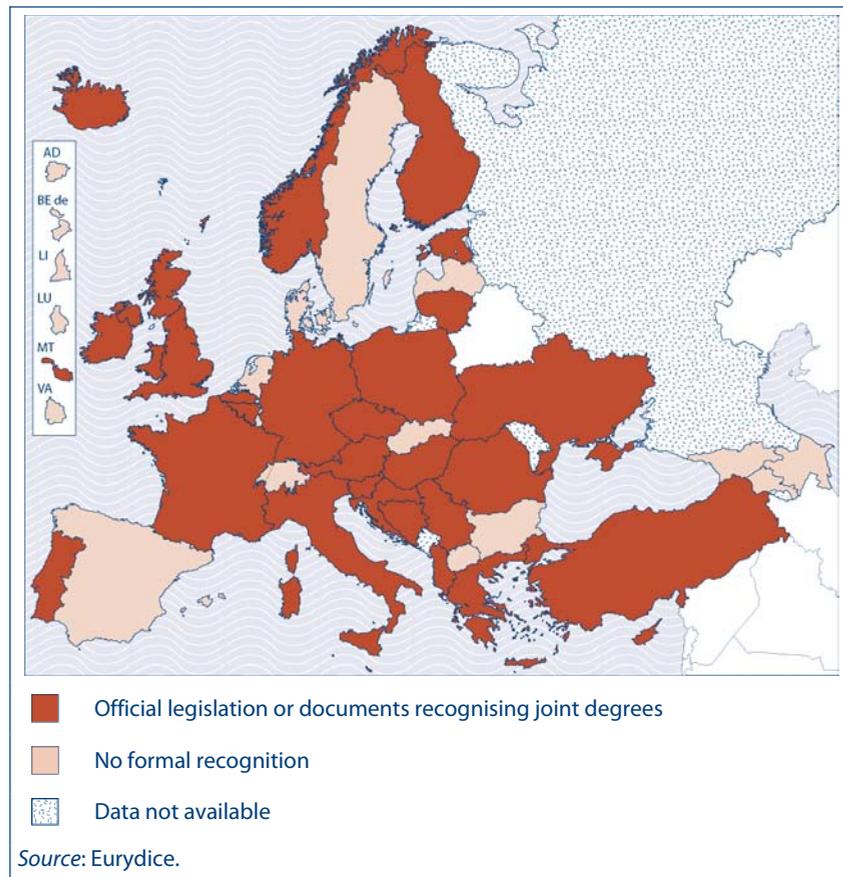
Depending on the country concerned, these documents do not always specify the study programmes for which the joint degrees may be awarded. For example, joint degrees may be offered in the three cycles of study in the Czech Republic, the Flemish Community of Belgium, Finland, France and Malta. In Lithuania and Poland, this applies only to the first two cycles and, in Greece, solely to master's level programmes.

In the remaining countries, the possibility of awarding joint degrees is not explicitly referred to by national legislation or official documents. However, this observation has to be qualified in the case of the Netherlands and Spain, where the joint degree concept should soon be the subject of legislation. In Latvia, the new draft law (due for adoption in 2007) provides for international joint or double degrees. In Andorra, the official recognition of joint degrees is currently being debated within the government.

Official recognition does not mean that joint degrees are awarded on a more regular basis or more widely than in countries with no relevant legislation. Thus in Cyprus and Malta, where the awarding of joint degrees is authorised by law, it has not yet actually occurred. In Ireland, where it is also authorised to award such degrees, the procedures have not been implemented at university level.

By contrast in Switzerland, where there is no relevant legislative provision, joint degrees are nonetheless awarded in practice.

Figure E2: The situation regarding formal recognition of joint degrees, 2006/07



Additional notes (Figure E2)

Albania: The draft law on higher education due for adoption in 2007 refers to joint degrees.

Azerbaijan: Although a number of joint programmes are conducted with international higher education institutions, students receive national diplomas for these programmes.

Azerbaijan and Ukraine: Data is from the respective national reports submitted to the BFUG for the Stocktaking Report 2007.

Cyprus: The regulations governing the operation of the University of Cyprus have been amended to provide for the award of joint degrees.

Estonia: All joint degrees are recognised on the basis of the Lisbon Recognition Convention. Special amendments have been prepared to support the provision of joint degrees.

Ireland: While a number of institutions have made joint awards in Ireland, they are not yet made in the university sector. The National University of Ireland agreed in November 2006 that joint awards could be made and has processed a change of statute to this effect.

FYR of Macedonia: The new Law on Higher Education expected by the end of 2007 should include a provision for recognition of joint degrees.

United Kingdom: The UK controls power to award degrees, rather than individual degrees themselves. The degrees themselves are legally owned by the institution with degree awarding powers (DAPs). The power and the criteria for granting DAPs come from the Government, which is informed by the QAA.

SECTION F: NATIONAL BODIES FOR QUALITY ASSURANCE

Mutual recognition in the field of quality assurance in higher education calls for the development of clearly defined and commonly accepted evaluation and accreditation criteria and methodologies. To achieve this objective, according to the conclusions of the conference of the ministers in Berlin in 2003, national quality evaluation systems should not only include the bodies responsible for this task but also specify their composition and fundamental goals.

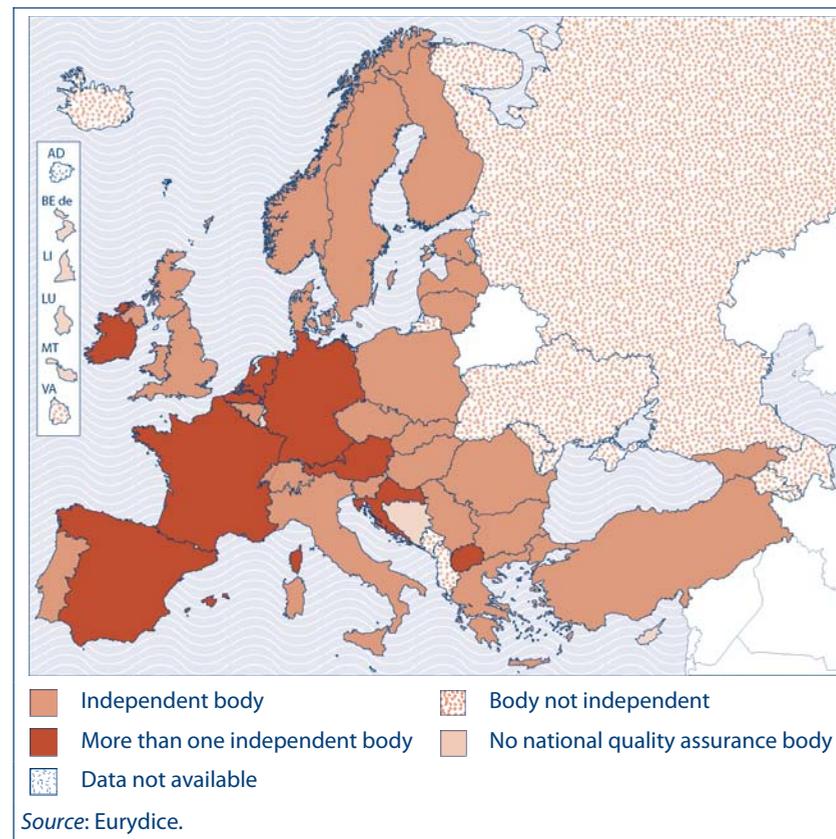
The 2005 Bergen Communiqué states that ‘almost all countries have made provision for a quality assurance system based on the criteria set out in the Berlin Communiqué and with a high degree of cooperation and networking’.

Most countries have an independent national body for quality assurance

To ensure the objectivity of quality assurance, the body responsible for this task should be independent and have autonomous responsibility for its operations and methods. This means that its reports and findings cannot be influenced by third parties (e.g. the government, higher education institutions or other stakeholders). The independent status of the body should be guaranteed in official documentation (e.g. legislative acts or instruments of governance). A national body without such independent status is usually formed as a council, commission or agency directly responsible to the top-level public authorities.

Independence of the body for quality assurance is one of the criteria for acceptance as a full member of the European Association for Quality Assurance in Higher Education (ENQA) (for further information on the participation of national bodies for quality assurance in ENQA, see Figure F4).

Figure F1: National (or regional) bodies for quality assurance, 2006/07



Additional notes (Figure F1)

Andorra: The Agency for the Quality of Higher Education in Andorra (*Agència de Qualitat de l'Ensenyament Superior d'Andorra*) was created in November 2006 and is currently in the process of establishing its procedures.

Azerbaijan and Ukraine: Data is from the respective national reports submitted to the BFUG for the Stocktaking Report 2007.

Cyprus: An independent body is only responsible for the quality assurance of private institutions. The establishment of a National Agency for Quality Assurance and Accreditation for public and private universities is currently under discussion.

Additional notes (Figure F1 – continued)

Liechtenstein: Higher education institutions are supervised by the government and the *Schulamt*, supported by external experts or quality assurance agencies.

Luxembourg: In 2006, a group of experts began work in the area of quality assurance.

Moldova: It is expected that an independent quality assurance body will be operational by 2007/08.

Portugal: According to Decree Law 74/2006, the *Agência de Acreditação e Avaliação*, a newly established accreditation agency, will become operational in 2007. It will take over the work of the *Conselho Nacional de Avaliação do Ensino Superior*.

In 2006/07, at least one **independent national body for quality assurance** existed in two-thirds of the Bologna signatory countries. Such bodies often perform the dual function of both evaluating and accrediting institutions or programmes.

Nine countries or regions (Austria, the Flemish Community of Belgium, Croatia, France, Germany, Ireland, Former Yugoslav Republic of Macedonia, Netherlands and Spain) have **more than one independent body for quality assurance**. This is usually because bodies are responsible for just one region within a particular country, or because there are separate bodies for different kinds of institution or programme.

In Austria, the *Österreichische Qualitätssicherungsagentur* (Austrian Agency for Quality Assurance) was set up to assist universities and *Fachhochschulen* in creating their own evaluation and quality management systems. By contrast, in the case of accreditation, two separate bodies exist: the *Fachhochschulrat* (*Fachhochschule* Council) is responsible for the accreditation of *Fachhochschulen*, while the *Akkreditierungsrat* (Accreditation Council) accredits and supervises private universities and their study programmes.

In the Flemish Community of Belgium, the main body for quality assurance is the *Nederlands-Vlaamse Accreditatie Organisatie* (Dutch-Flemish Accrediting Organisation), a supranational organisation

established jointly with the Netherlands, which is responsible for accreditation and for licensing evaluation agencies. Another body is the *Vlaamse Interuniversitaire Raad* (Flemish Inter-university Council), which supports quality assessment and evaluation of the six Flemish universities. Thirdly, the *Vlaamse hogescholenraad* (Council of Flemish Institutions of Higher Education) is the consultative body of the Flemish *hogescholen*.

In Croatia, external evaluation of higher education institutions and programmes is carried out by the *Nacionalno vijeće za visoko obrazovanje* (National Council for Higher Education). The *Agencija za znanost i visoko obrazovanje* (Agency for Science and Higher Education) is a professional body that provides expert and administrative help to the National Council. For professional tasks performed during the external evaluation procedure, the Agency is responsible to the National Council.

In France, the *Comité national d'évaluation* (National evaluation committee) is responsible only for the external evaluation of institutions. National commissions also exist for the accreditation of certain specific programmes, such as courses for the training of *ingénieurs* or in the field of management and business. Finally, one of the activities of the *Inspection générale de l'administration de l'éducation nationale et de la recherche* (General Inspectorate of Education and Research) is quality assessment of higher education. A new *Agence d'Évaluation de la Recherche et de l'Enseignement Supérieur* (Evaluation Agency for Research and Higher Education) is expected to start its activities in 2007/08.

In Germany, accreditation is undertaken by local agencies that accredit degree programmes and one central accreditation establishment, the *Akkreditierungsrat* (Accreditation Council). There is no national coordinating body for evaluation. However, an institutional infrastructure has been developed and comprises initiatives at *Land* level (agencies) and at regional and cross-regional level (networks and associations).

In Ireland, the task of quality assurance is shared by the Higher Education Authority, the National Qualifications Authority of Ireland, the Higher Education and Training Awards Council (which is responsible for non-university higher education institutions), the Irish Universities Quality Board and the Dublin Institute of Technology.

In the Former Yugoslav Republic of Macedonia, the *Odbor za Akreditacija vo Visokoto Obrazovanie* (Board for Accreditation of Higher Education) is the national body responsible for accreditation while the *Agencija za Evaluacija na Visokoto Obrazovanie* (Higher Education Evaluation Agency) conducts external evaluation and joint quality assessment of academic staff at universities and other higher education institutions. There are currently plans to merge the Accreditation Board and the Evaluation Agency to create a single quality assurance body at national level; the legal basis for this change will be established by the anticipated new Law on Higher Education, foreseen for 2007.

In the Netherlands, the *Inspectie van het Onderwijs* (Inspectorate of Education), the *Nederlands-Vlaamse Accreditatie Organisatie*, (Netherlands Quality Agency – for universities offering professional education only) and Quality Assurance Netherlands Universities (for universities only) take part in quality assurance.

In Spain, the *Agencia Nacional de Evaluación de la Calidad y Acreditación* (National Agency for Quality Assurance and Accreditation) is the main body for quality assurance. However, there are also 11 regional quality assurance agencies that together form the *Red Española de Agencias de Calidad Universitaria* (Spanish Network of Agencies for the Quality Assurance of Universities).

Nine countries, none of which are EU Member States (Albania, Armenia, Azerbaijan, Holy See, Iceland, Moldova, Montenegro, Russia and Ukraine),

have a **national quality assurance body that is not regarded as independent.**

In Albania, quality assurance is carried out by the *Agjencia e Akreditimit të Arsimit të Lartë* (Accreditation Agency for Higher Education) and the *Këshilli i Akreditimit* (Accreditation Council), in close cooperation with the Ministry of Education and Science. The Agency is a public, state-funded institution accountable to the Ministry. A new draft law on higher education, which foresees the complete redesign of the two quality assurance bodies in accordance with the ENQA Standards and Guidelines for Quality Assurance, was sent to the Council of Ministers in March 2007.

In Armenia, the *Litsenzavorman ev havatarmagrman gortsakalutyun* (National Accreditation and Licensing Agency) was established in 2000 within the Ministry of Education and Science and is a structural unit of the Ministry. The creation of an independent quality assurance body is currently the subject of public debate.

In the Holy See, evaluation is carried out by the *Congregatio de Institutione Catholica* (Congregation for Catholic Education), which has governmental status. In 2005, preparatory work began in order to establish an independent quality assurance agency.

In Iceland, the *Mats- og greiningarsvið* (Office of Evaluation and Analysis) was established in the Ministry of Education, Science and Culture in 2006.

The Ministry of Education and Youth is responsible for the accreditation of higher education institutions in Moldova; meanwhile, an independent quality assurance body is currently being formed and should be in place by 2007/08.

At present, the accreditation body for higher education institutions in Montenegro is the *Savjet za visoko obrazovanje* (National Council for Higher Education). Following the recommendation of ENQA, Montenegro

is seeking to establish an independent accreditation agency at regional level, together with neighbouring countries with similar educational and economic systems.

Since 1997, decisions on issuing state accreditation in Russia have been taken by the Accreditation Board established by the Ministry of Education and the National Agency for Accreditation in Education.

In six countries or regions, namely Bosnia and Herzegovina, the German-speaking Community of Belgium, Cyprus (in the case of public higher education institutions), Liechtenstein, Luxembourg and Malta, **no national body for quality assurance** exists. This is primarily because they do not provide higher education on an extensive scale given their small geographical size.

In Bosnia and Herzegovina, the Draft Law on Higher Education includes provisions for the establishment of a state-level agency for quality assurance. However, this can only occur after the law is ratified by parliament.

In Cyprus, the *Symvoulío Ekpaideytikis Axiologisis-Pistopoiisis* (Council of Educational Evaluation-Accreditation) is an independent body, but it is responsible for the external evaluation of study programmes at private institutions only. The Ministry of Education and Culture is discussing the establishment of a National Agency for Quality Assurance and Accreditation, which would carry out the evaluation of all public and private universities in Cyprus.

In Malta, a National Commission for Higher Education has recently been set up. One of its main tasks is to evaluate, approve, accredit, authorise and recognise systems and policies for quality assurance.

Annexe 1 (found at the end of the publication) provides a list of the independent national quality assurance bodies.

Students are represented in the governance of independent national bodies for quality assurance in half of the countries

In the 2005 Bergen Communiqué, the ministers responsible for higher education stressed the need to involve students in the process of quality assurance, for example by enabling their participation in the governance of the corresponding national bodies.

In 22 countries – nearly all of them EU Member States – student representatives are included in the governance of the national body for quality assurance. This generally means that one, two or three representatives are chosen either from a list of candidates selected in accordance with predetermined criteria, or from among members of student unions.

The *Österreichische Hochschülerinnen- und Hochschülerschaft* (Austrian National Union of Students) is a member organisation of the *Österreichische Qualitätssicherungsagentur* and is represented on its management board and in its general assembly.

In Georgia, one student is present in the Accreditation Council of Higher Education Institutions. This Council, which consists of nine experts in all, is based at the *Ganatlebis akreditaciis erovnuli centri* (National Centre of Education Accreditation).

In Hungary, two non-voting student members representing the *Hallgatói Önkormányzatok Országos Konferenciája* (Conference of Students' Unions) and the *Doktoranduszok Országos Szövetsége* (National Association of PhD Students) take part in the plenary meetings of the *Magyar Felsőoktatási Akkreditációs Bizottság* (Hungarian Accreditation Committee).

In Ireland, students participate in the governing boards of all five bodies for quality assurance.

In Lithuania, student participation is officially regulated and compulsory in both counselling bodies of the *Studijų kokybės vertinimo centras* (Centre for Quality Assessment), namely the Expert Council for Quality in Higher Education and the Expert Council for Assessment of Research and Higher Education Institutions.

In Poland, the participation of a student representative is compulsory in the *Państwowa Komisja Akredytacyjna* (State Accreditation Committee) and its presidium.

In Slovakia, a representative of the Student Higher Education Council regularly takes part in meetings of the *Akreditačná komisia* (Accreditation Commission).

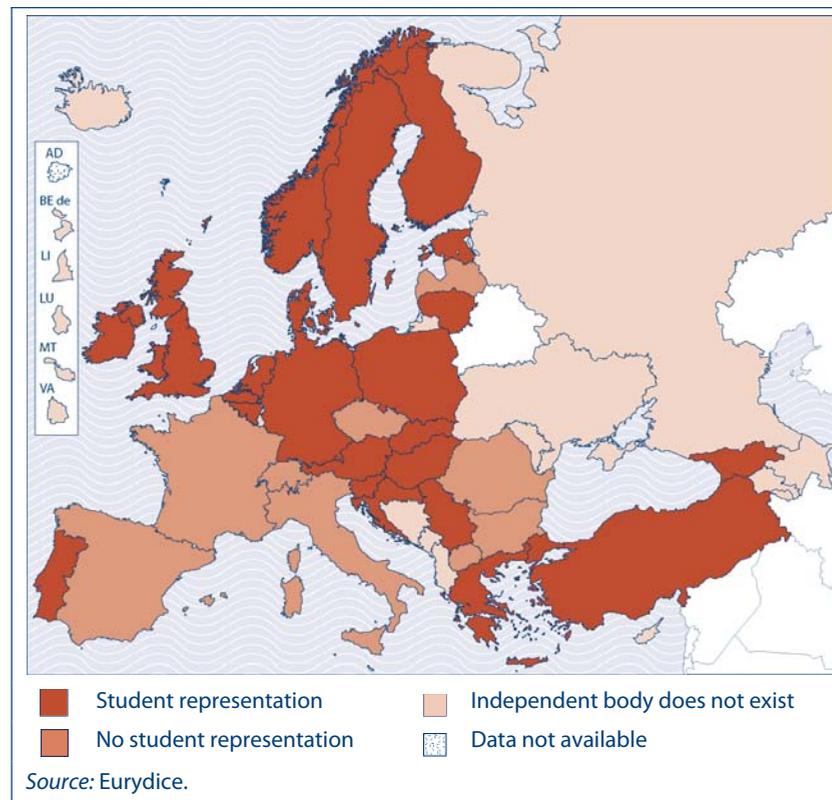
The body in Sweden is required to have two student representatives: one for the undergraduate level and one for the postgraduate level.

In Turkey, one student member appointed by the National Student Council is a member of the *Yükseköğretim Akademik Değerlendirme ve Kalite Geliştirme Komisyonu* (National Commission for Academic Assessment and Quality Improvement in Higher Education).

In the United Kingdom, the Board of the Quality Assurance Agency for Higher Education includes a student observer.

In other countries where an independent body for quality assurance has been set up, students are not represented in its governance. The national agencies or committees consist essentially of representatives of the academic and/or research staff in higher education institutions, specialists appointed by the government and administrative staff. Additionally, one or more foreign academics are often invited to become members.

Figure F2: Student representation in the governing body of independent national (or regional) bodies for quality assurance, 2006/07



Additional notes (Figure F2)

Austria: The map represents the situation in the *Österreichische Qualitätssicherungsagentur*.

Azerbaijan and **Ukraine:** Data is from the respective national reports submitted to the BFUG for the Stocktaking Report 2007.

Belgium (BE nl) and **Netherlands:** The *Nederlands-Vlaamse Accreditatieorganisatie* is obliged to consult student organisations. A doctoral student is a member of its governing board.

Additional notes (Figure F2 – continued)

Croatia: Changes to the regulation establishing the *Agencija za znanost i visoko obrazovanje* were planned for adoption by the end of 2006. These changes will provide for a student representative to be a member of the governing body of the agency.

Cyprus: Students are not involved in the activities of the governing board of the *Symvoulio Ekpaideytikis Axiologisis-Pistopoiisis*, which is responsible for evaluating private institutions.

Latvia: The map represents the situation regarding the *Augstākās izglītības kvalitātes novērtēšanas centrs* (Higher Education Quality Evaluation Centre). There is a student representative in evaluation commissions and both central bodies that take decisions on accreditation, namely the *Augstākās izglītības padome* (Council of Higher Education) and the *Akreditācijas komisija* (Accreditation Commission).

Spain: In its 2007 Action Plan, the *Agencia Nacional de Evaluación de la Calidad y Acreditación* has provided for the involvement of students in its quality assurance programmes and processes, e.g. through membership of the advisory board of the Agency.

The independent national bodies for quality assurance are subject to peer review in less than one-third of the countries

In the 2005 Bergen Communiqué, the ministers responsible for higher education also committed themselves to introducing a model for peer review of quality assurance agencies on a national basis. In the 2005 Standards and Guidelines for Quality Assurance in the European Higher Education Area, it was stated that ‘peer review of agencies should be interpreted as basically the means to achieve the goal of transparency, visibility and comparability of quality of agencies’. Furthermore, the ENQA regulations state that a mandatory cyclical external review of the activities of a quality assurance body should take place at least once every five years.

Peer reviews may be undertaken by another national or international body for quality assurance, or by a specially established external review

panel. However, they must always specifically consider the extent to which the agency conforms with ENQA European standards for external quality assurance agencies. For more information on peer review, see Chapter 3 of the ENQA document *Standards and Guidelines for Quality Assurance in the European Higher Education Area*.

It was therefore suggested that a register of recognised external quality assurance agencies operating in higher education in Europe should be drawn up. In addition, a European Consultative Forum for Quality Assurance in Higher Education was established to promote cooperation between ENQA, the European University Association (EUA), the European Association of Institutions in Higher Education (EURASHE) and the National Unions of Students in Europe (ESIB) on a more permanent basis.

So far, peer review of the national body for quality assurance exists in 15 countries, almost all of them EU Member States.

In Denmark, the *Evalueringstinstitut* (Danish Evaluation Institute, or EVA) was evaluated by the Swedish *Högskoleverket* (National Agency for Higher Education) in the spring of 2005. The remit of the Agency was to evaluate all EVA activities in the three central areas of evaluation, knowledge-centred activities and revenue-generating activities. In its evaluation, the Agency also took account of the strategic considerations of EVA, its management and internal organisation, as well as the external framework and conditions underlying its work.

In Finland, the quality assurance procedures and processes of the *Korkeakoulujen arviointineuvosto*, *Rådet för utvärdering av högskolorna* (Finnish Higher Education Evaluation Council, or FINHEEC) were evaluated in 2002 in a Nordic project on mutual recognition of quality assurance agencies. The next evaluation of FINHEEC activities is planned for 2008.

In Ireland in December 2006, the Higher Education Authority agreed to the request from the Irish Universities Quality Board to commission an external review of the Board, which will examine how far it complies with ENQA European standards and guidelines. The Dublin Institute of Technology has incorporated the European Standards and Guidelines into its quality assurance procedures. In June 2006, the European University Association completed a review of the effectiveness of the Institute's quality assurance procedures, on behalf of the Qualifications Authority. A review of the National Qualifications Authority covering among other things its compliance with European standards and guidelines got under way in November 2006. The Higher Education and Training Awards Council (HETAC) has incorporated the European standards and guidelines into its policies and criteria for setting the standards of awards, for making awards and delegating the authority to make them, and for quality assurance. Furthermore, in July 2006, the Qualifications Authority completed a review of how the HETAC performed its duties, including the extent to which it complied with ENQA standards and guidelines. The HETAC is the first European agency to conform to those standards and guidelines.

In Hungary, the *Magyar Felsőoktatási Akkreditációs Bizottság* has an International Advisory Board whose tasks are to monitor, assess and evaluate the operational principles and orders of procedure, as well as the accreditation requirements and practices of the Committee.

In Sweden, the *Högskoleverket* has undergone external evaluation twice, the last time in 2006 as a follow-up to the first evaluation. It was conducted by a group consisting of an expert of the Swedish National Financial Management Authority, a professor from Malmö University College and a senior advisor from *Statskonsult*, a Norwegian state-owned company specialising in public management issues.

Some countries have announced that a peer review of their national body for quality assurance is planned in the years ahead.

In Austria, the *Österreichische Qualitätssicherungsagentur* will undergo a peer review procedure coordinated by ENQA in 2007. Peer review of the other two bodies (*Fachhochschulrat* and *Akkreditierungsrat*) based on national review guidelines drawn up by ENQA will also take place in the same year.

The *Nederlands-Vlaamse Accreditatieorganisatie*, the body for quality assurance in the Flemish Community of Belgium and the Netherlands, will undergo a peer review in 2007.

The Estonian *Kõrghariduse Hindamise Nõukogu* (Higher Education Quality Assessment Council) is preparing for a peer review due to occur in 2008.

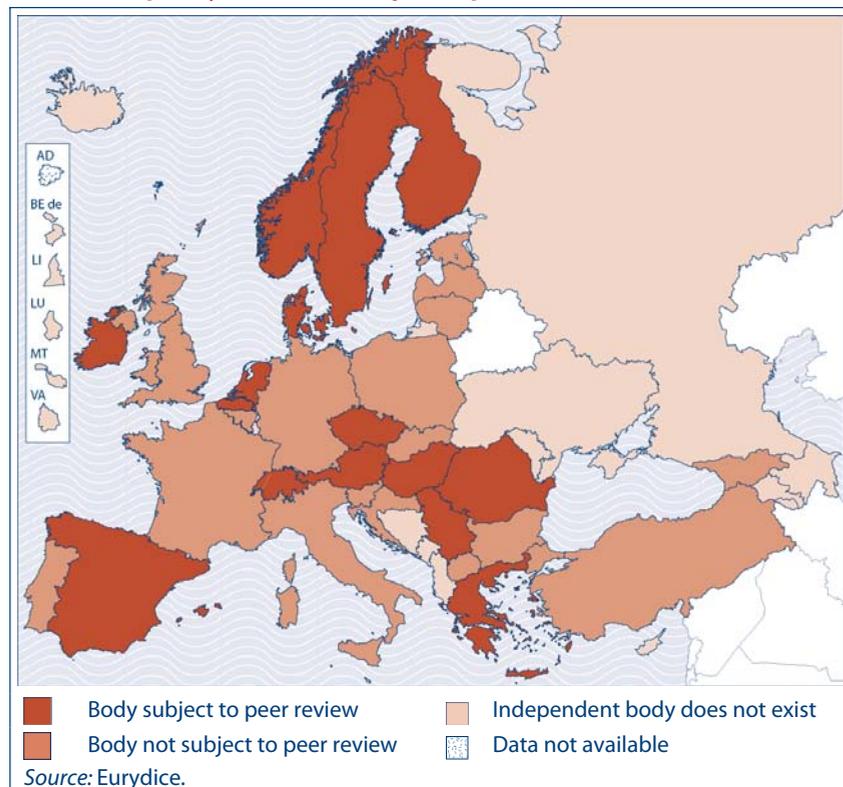
According to the draft Law on Higher Education in Latvia (due for adoption in 2007), the *Augstākās izglītības kvalitātes novērtēšanas centrs* (Higher Education Quality Evaluation Centre) will be subject to peer review once it is established.

The Norwegian *Nasjonalt organ for kvalitet i utdanningen* (National Agency for Quality Assurance in Education) has not yet been subject to peer review. However, there are plans for an external evaluation in the spring of 2007.

In Romania, it is planned that the *Agenția Română de Asigurare a Calității în Învățământul Superior* (Romanian Agency for Quality Assurance in Higher Education) will be evaluated periodically by similar agencies that are members of ENQA.

In Spain, the *Agencia Nacional de Evaluación de la Calidad y Acreditación* and the *Agència per la Qualitat del Sistema Universitari de Catalunya* (Quality Assurance Agency of Catalonia) will be subject to peer review by ENQA in 2007.

Figure F3: Independent national (or regional) bodies for quality assurance subject to peer review, 2006/07



Additional notes (Figure F3)

Azerbaijan and Ukraine: Data is from the respective national reports submitted to the BFUG for the Stocktaking Report 2007.

Estonia: The first peer review is scheduled for 2008.

Holy See: A Commission of International Experts in cooperation with another group of peers/consultants supports the external quality assurance of work done by the office of the *Congregatio de Institutione Catholica*.

Netherlands: The map represents the situation of the Dutch-Flemish Accrediting Organisation.

Slovenia: The map represents the situation of the *Svet za visoko šolstvo Republike Slovenije* (Council for Higher Education of the Republic of Slovenia) and the *Nacionalna komisija za kvaliteto visokega šolstva* (National Higher Education Quality Assessment Commission).

Around half of the countries have an independent national body for quality assurance that is a member of ENQA

The European Network for Quality Assurance in Higher Education was set up in 2000 with the aim of promoting the establishment of national quality assurance systems in higher education and strengthening European cooperation in this field. In November 2004, the Network was transformed into the **European Association for Quality Assurance in Higher Education** (ENQA). Over 40 quality assurance agencies and associations of higher education have joined the association so far.

The aims of ENQA are to circulate information, experience, good practice and new developments in the field of quality assessment and assurance in higher education among interested parties, including public authorities, higher education institutions and quality assurance agencies.

Membership of ENQA is open to national quality assurance bodies in the signatory states of the Bologna Declaration. ENQA has two types of membership: full or candidate membership.

To be accepted as a **full member**, a body has to satisfy several criteria drawn up by ENQA (for example, it has to be independent, recognised by competent public authorities and fulfil ENQA standards and guidelines for quality assurance). Furthermore, the body must have been in operation for at least two years.

If the body does not fulfil all criteria, it may be given the status of **candidate member**. However, the application must be reviewed after a maximum of two years. If all the criteria are then met, the national agency becomes a full member. If the requirements are still not fulfilled, the application is rendered void and the agency has to wait for a further period of two years before it can reapply for ENQA membership.

Almost half of all Bologna signatory countries have an independent national body which is a member of ENQA: 20 have a body that is a full member, while eight have a candidate member body.

It should be noted that there are some countries in which more than one quality assurance body participates in the work of ENQA. This is the case in Austria, Belgium, France, Germany, Ireland, the Netherlands and Spain. For further information on the situation in these countries, see Annexe 1 (at the end of the publication).

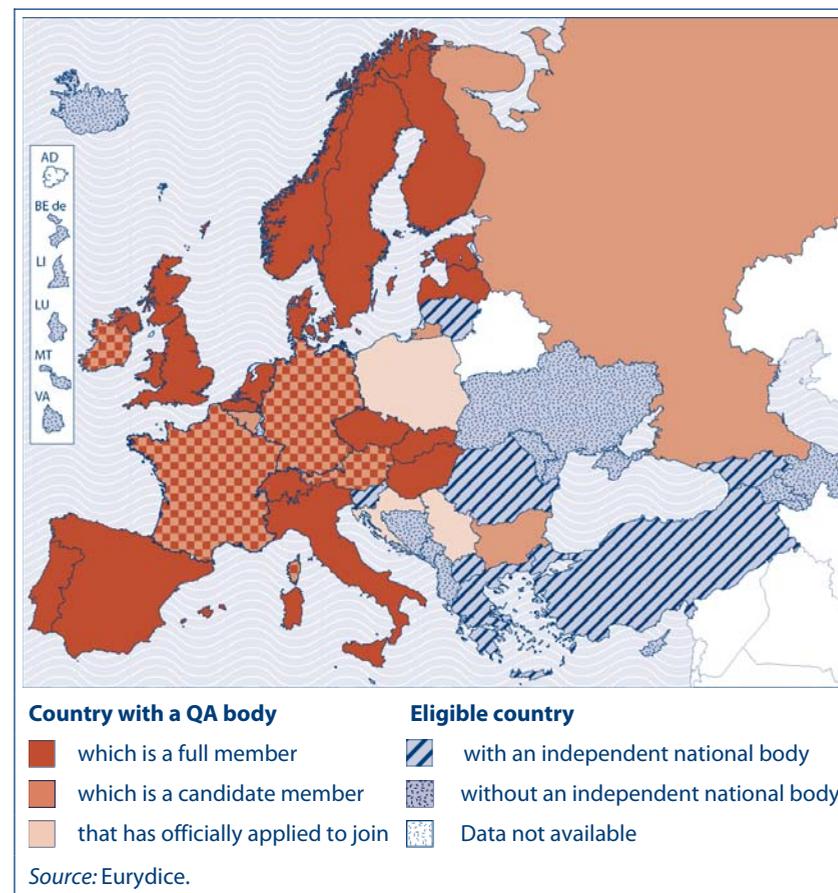
The *Państwowa Komisja Akredytacyjna* in Poland is currently in the process of applying for ENQA membership. The Croatian *Agencija za znanost i visoko obrazovanje* formally submitted its application to become a member of ENQA in January 2007. The *Komisija za akreditaciju i proveru kvaliteta* (Accreditation and Quality Evaluation Commission) in Serbia officially applied for membership on 22 February 2007.

Seven countries (Georgia, Greece, Lithuania, Former Yugoslav Republic of Macedonia, Romania, Slovenia and Turkey) have an independent national body that is not a member of ENQA. Three of them are currently preparing the application to join. The *Ganatlebis akreditaciis erovnuli centri* in Georgia will apply for membership in 2007. The *Αρχή Διασφάλισης Ποιότητας* (Hellenic Quality Assurance Agency) in Greece and the *Agenția Română de Asigurare a Calității în Învățământul Superior* in Romania are also getting ready to apply. In the remaining four countries, there are no immediate plans to do so.

At the ENQA General Assembly of September 2006, two other types of formal relationship were established with bodies working in the area of quality assurance. First, a *bona fide* organisation or an agency with a demonstrated interest in the quality assurance of higher education may become an **associate body**. Secondly, any network of *bona fide* quality assurance agencies or other umbrella organisations concerned with

quality assurance may become an **affiliate body** of ENQA. While these bodies may not refer to themselves as ENQA members, they are entitled to receive ENQA publications and attend seminars and workshops organised by ENQA.

Figure F4: Participation of national (or regional) bodies for quality assurance in ENQA, 2006/07



Additional notes (Figure F4)

Azerbaijan and **Ukraine**: Data is from the respective national reports submitted to the BFUG for the Stocktaking Report 2007.

Cyprus: The *Symvoulío Ekpaideytikis Axiologisis-Pistopoiisis*, which evaluates private institutions, is a full member.

Netherlands: The map represents the situation of the *Nederlands-Vlaamse Accreditatieorganisatie*.

Turkey: The *Yükseköğretim Akademik Değerlendirme ve Kalite Geliştirme Komisyonu* intends to apply to join ENQA.

Explanatory note

Countries with more than one body are shown in checked colours if the status of the bodies differs.

The quality assurance bodies of many EU countries are also members of other international quality assurance networks

Besides ENQA, there exist several other quality assurance networks with a regional, European or international dimension. Many of the countries covered in this report participate in the work of one or more of these networks.

The **International Network for Quality Assurance Agencies in Higher Education** (INQAAHE) was established in 1991. It has around 180 members from all over the world. Almost all EU and EFTA countries participate in the activities of this network through one or various quality assurance bodies. The main purpose of INQAAHE is to collect and circulate information on current and developing theory and practice in the assessment, improvement and maintenance of quality in higher education.

The **Network of Central and Eastern European Quality Assurance Agencies in Higher Education** (CEEN) was founded in 2001 and was formally established a year later. Its work involves the participation of 19 regional or national quality assurance bodies from 16 countries or regions in Central and Eastern Europe (Albania, Austria, Bulgaria, Croatia, Czech Republic, Estonia, Germany, Hungary, Latvia, Lithuania, Former

Yugoslav Republic of Macedonia, Poland, Romania, Russia, Slovakia and Slovenia).

The **Nordic Quality Assurance Network in Higher Education** (NOQA) has existed since 1992. It was established by the five Nordic countries and their respective national organisations engaged in evaluation and quality assurance of higher education: the Danish Evaluation Institute (EVA), the Finnish Higher Education Evaluation Council (FINHEEC), the Icelandic Ministry of Education, Science and Culture, the Norwegian Agency for Quality Assurance in Education (NOKUT) and the Swedish National Agency for Higher Education (*Högskoleverket*). The main objective of NOQA is to create a joint understanding of different Nordic viewpoints on issues related to higher education quality assurance.

An example of a small regional network for quality assurance bodies is **D-A-CH**, a network for German-speaking countries. This network has four member organisations from Austria, Germany and Switzerland.

The **Joint Quality Initiative** (JQI) was founded at the end of 2001 and is an informal network for the quality assurance and accreditation of bachelor's and master's programmes in Europe. The initiative mobilises the participation of 23 quality assurance bodies from 12 European countries or regions, namely Austria, the Flemish Community of Belgium, Denmark, Germany, Ireland, Italy, Netherlands, Norway, Spain, Sweden, Switzerland and United Kingdom.

The **European Consortium for Accreditation in Higher Education** (ECA) was established in November 2003. The aim of the consortium is that its participants should mutually recognise their decisions on accreditation before the end of 2007. Its members are from 10 European countries or regions, namely Austria, the Flemish Community of Belgium, France, Germany, Ireland, Netherlands, Norway, Poland Spain and Switzerland.

Quality assurance networks on the Internet

European Association for Quality Assurance in Higher Education

<http://www.enqa.eu>

International Network for Quality Assurance Agencies in Higher Education

<http://www.inqaahe.org>

Network of Central and Eastern European Quality Assurance Agencies in Higher Education

<http://www.ceenetwork.hu>

Nordic Quality Assurance Network in Higher Education

<http://www.noqa.net>

Joint Quality Initiative

<http://www.jointquality.org>

European Consortium for Accreditation in Higher Education

<http://www.ecaconsortium.net>

SECTION G: INTERNAL AND EXTERNAL QUALITY ASSURANCE

The standards and guidelines on quality assurance that have been developed by ENQA and were adopted by the ministers at the Bergen Conference in 2005 highlight the central importance of institutional autonomy in the context of quality assurance.

Consequently, main responsibility for the quality of provision and its evaluation lies with higher education institutions themselves. However, given the fact that publicly funded institutions are accountable to society, the quality of higher education needs to be safeguarded. The aim of the standards and guidelines is therefore to assist institutions in managing their quality. Institutions and agencies themselves should determine the specific procedures to be adopted in their own particular context, so suggestions for detailed 'procedures' have not been included in the ENQA recommendations.

The purpose of this overview is to indicate whether education authorities issue **regulations on the organisation of quality assurance** with the aim of supporting higher education institutions (and possibly reinforcing

the political message of the guidelines adopted in Bergen), or whether they leave institutions either wholly or partially free to devise their own quality assurance measures.

Internal and external quality assurance is compulsory in the majority of countries

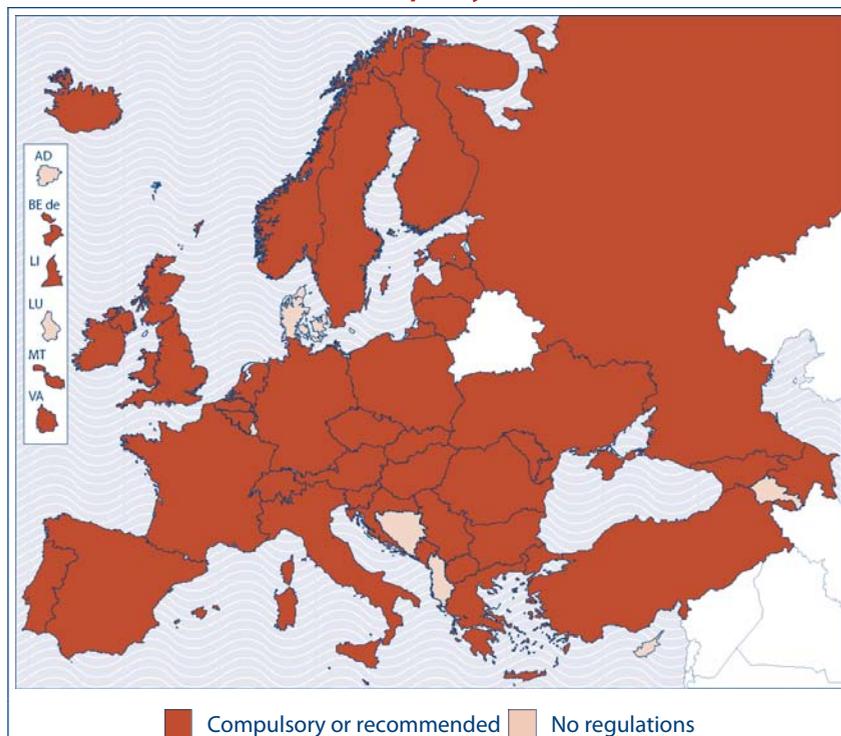
In almost all signatory countries, education authority regulations state that internal quality assurance is compulsory. There are no explicit regulations on this matter in Albania, Andorra, Armenia, Bosnia and Herzegovina, Cyprus, Denmark and Luxembourg; however, encouragement for higher education institutions to conduct internal quality assurance activities often exists in these countries.

In Albania, internal evaluation is monitored by the state accreditation agency. It is not mandatory for universities to implement an internal quality assurance system; however, if they have one, it is taken into account during the accreditation process.

In Denmark, internal evaluation is not regulated by any official document. However, it is expected to be part of the annual development strategy which institutions are obliged to develop.

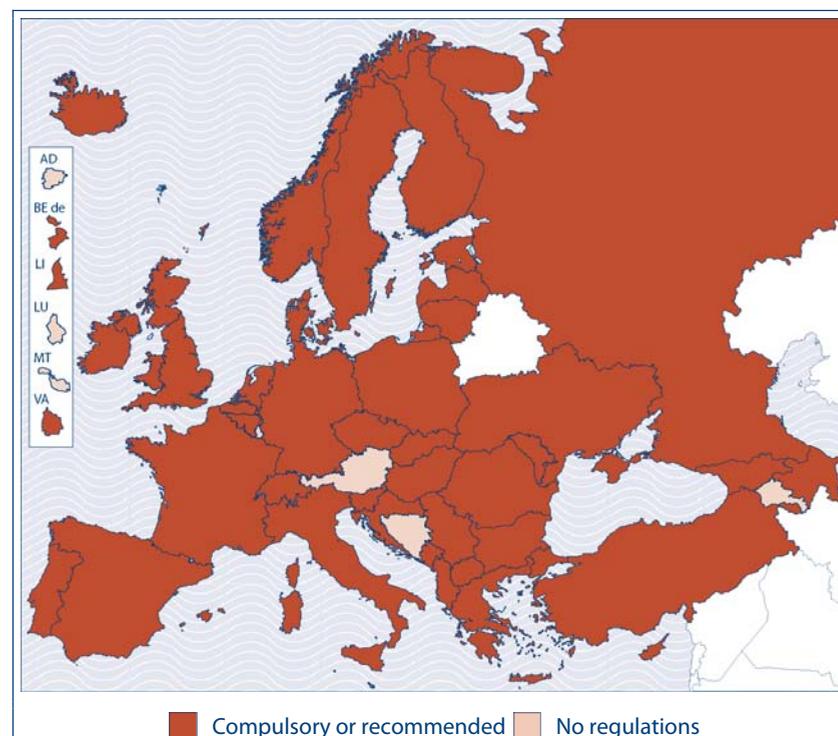
Figure G1: Status of internal and external quality assurance, 2006/07

G1a: Internal quality assurance



Source: Eurydice.

G1b: External quality assurance



Source: Eurydice.

Additional note (Figure G1)

Azerbaijan and Ukraine: Data is from the respective national reports submitted to the BFUG for the Stocktaking Report 2007.

Although institutions in the United Kingdom (England, Wales and Northern Ireland) are entirely responsible for organising their internal evaluation, an internal evaluation report is needed for external quality assurance.

In many countries, the various aspects of organising internal quality assurance are not regulated in detail by the education authority concerned but lie within the remit of institutions. They often determine

the scope of evaluation, as well as the procedures involved and their frequency, and decide who should take part in the process.

External quality assurance is compulsory or recommended in most signatory countries except Andorra, Armenia, Austria (in the case of universities), Bosnia and Herzegovina, Luxembourg and Malta. In Cyprus, it is only compulsory for private higher education institutions.

Where no central regulations from authorities exist, this does not mean that individual institutions do not establish binding regulations at their own level of decision-making and entirely comply with the ENQA standards. These institutional regulations cannot however be taken into account in this context.

Internal quality assurance: compulsory participation of students is more frequent than that of other stakeholders

The ENQA guidelines make it clear that the participation of students in internal quality assurance activities is considered to be very important. Stakeholders such as employers and labour market representatives should also have an opportunity to give feedback to institutions.

In almost all of the countries in which internal quality assurance is compulsory for higher education institutions, the education authorities lay down official regulations on who should participate in such procedures. In most cases, it is the management of institutions, their academic staff and students who are indicated.

Only in Austria (in the case of universities), Croatia and Malta, the issue of who should participate is not regulated at all.

The participation of all five categories (management, academic staff, students, external experts and other stakeholders) is compulsory or recommended in nine countries or regions.

There are several countries that specify the parties which should be involved in internal quality assurance, but that do not include students (Czech Republic, Holy See, Italy, Slovakia and Spain).

According to regulations, other stakeholders such as professional bodies or employers' organisations are required to take part in internal quality assurance in Austria (for *Fachhochschulen*), Belgium, Estonia, Finland, the Holy See, Liechtenstein, Lithuania, Moldova, Portugal, Romania, Russia, Slovakia and the United Kingdom.

In some countries, the participation of external experts is also compulsory. In Italy, solely external experts are required to participate in internal quality assurance procedures.

Figure G2: Participants in internal quality assurance, 2006/07

	Management	Academic staff	Students	External experts	Other stakeholders		Management	Academic staff	Students	External experts	Other stakeholders
AD						IS	●	●	●	●	⊗
AL						IT	⊗	⊗	⊗	●	⊗
AM						LI	■	●	●	○	■
AT 1	⊗	⊗	⊗	⊗	⊗	LT	●	●	●	⊗	●
2	●	●	●	●	●	LU					
AZ	:	:	:	⊗	:	LV	●	●	●	⊗	⊗
BA						MD	●	●	●	●	●
BE de	●	●	●	●	●	ME	●	●	●	⊗	⊗
BE fr	●	●	●	⊗	●	MK	●	●	●	⊗	⊗
BE nl	⊗	⊗	●	●	■	MT	⊗	⊗	⊗	⊗	⊗
BG	●	●	●	●	⊗	NL	⊗	⊗	●	●	⊗
CH	●	●	●	⊗	⊗	NO	●	●	●	⊗	○
CY						PL	⊗	⊗	●	⊗	⊗
CZ	●	⊗	⊗	⊗	⊗	PT	●	●	●	■	■
DE	●	●	●	■	⊗	RO	●	●	●	●	●
DK						RS	:	:	●	:	:
EE	■	■	●	■	●	RU	●	●	■	■	■
EL	■	●	●	⊗	⊗	SE	●	●	●	⊗	⊗
ES	●	●	⊗	○	⊗	SI	●	●	●	⊗	⊗
FI	●	●	●	■	■	SK	●	●	⊗	●	■
FR	●	●	●	●	⊗	TR	●	●	●	■	⊗
GE	●	●	●	■	⊗	UA	:	:	●	:	:
HR	⊗	⊗	⊗	⊗	⊗	UK	●	●	●	●	●
HU	●	●	●	○	○	VA	●	●	○	●	●
IE	●	●	●	●	⊗						

● Compulsory ■ Recommended ○ Optional
 ⊗ Specific issue not regulated : Data not available
 ■ No regulations on status of internal quality assurance

Source: Eurydice.

Additional notes (Figure G2)

Austria: 1) Universities, 2) Fachhochschulen.

Denmark: The University Act says that students need to have influence on the evaluations carried out. It is the study committee (consisting of students and research staff) and the director of studies that are in charge of quality assurance. In the University Act, there is no distinction made between internal or external evaluation.

Ireland: The information shown refers solely to non-university institutions. In the case of universities, the participation of management and other stakeholders is recommended.

The scope of internal quality assurance

The scope of internal quality assurance may of course encompass a wide variety of issues. The ENQA standards and guidelines particularly highlight the importance of guaranteeing high quality in student assessment, teaching staff and other support and learning resources available to students.

Procedures for assessment should be appropriate and based on clear criteria. Institutions should make sure that their teaching staff are qualified and that the resources available to support student learning are adequate for each programme. Resources may include libraries, computing facilities or support from counsellors and other advisers.

Most countries with regulations on the scope of internal quality assurance include all these issues. In the German-speaking Community of Belgium, regulations cover solely the quality assurance of student assessment practices; in Italy they cover only learning resources and in Malta, regulations refer only to teaching staff qualifications.

Figure G3: The scope of internal quality assurance, as specified by ENQA standards, 2006/07

	Student assessment practices	Teaching staff qualifications	Appropriate resources to support student learning		Student assessment practices	Teaching staff qualifications	Appropriate resources to support student learning
AD				IS	●	●	●
AL				IT	⊗	⊗	●
AM				LI	●	●	●
AT	●	●	●	LT	●	●	●
AZ	●	●	●	LU			
BA				LV	●	●	●
BE de	●	⊗	⊗	MD	●	●	●
BE fr	●	●	●	ME	●	●	●
BE nl	●	●	●	MK	:	●	:
BG	●	●	●	MT	⊗	●	⊗
CH	●	●	●	NL	⊗	⊗	⊗
CY				NO	●	●	●
CZ	■	■	■	PL	●	●	●
DE	●	●	●	PT	●	■	○
DK				SE	●	●	●
EE	⊗	●	●	RO	●	●	●
EL	●	●	●	RS	●	:	:
ES	○	●	●	RU	■	●	●
FI	●	●	●	SI	⊗	⊗	⊗
FR	●	●	●	SK	●	●	●
GE	●	●	●	TR	●	●	●
HR	●	●	●	UA	:	:	:
HU	●	●	●	UK	●	⊗	●
IE	●	●	●	VA	⊗	●	●

● Compulsory ■ Recommended ○ Optional
 ⊗ Specific issue not regulated : Data not available
 ■ No regulations on status of internal quality assurance

Source: Eurydice.

Additional notes (Figure G3):

Azerbaijan: Data is from the national report submitted to the BFUG for the Stocktaking Report 2007.

Ireland: The information shown refers solely to non-university institutions. In the case of universities, taking into account teaching staff qualifications and appropriate resources to support student learning is recommended.

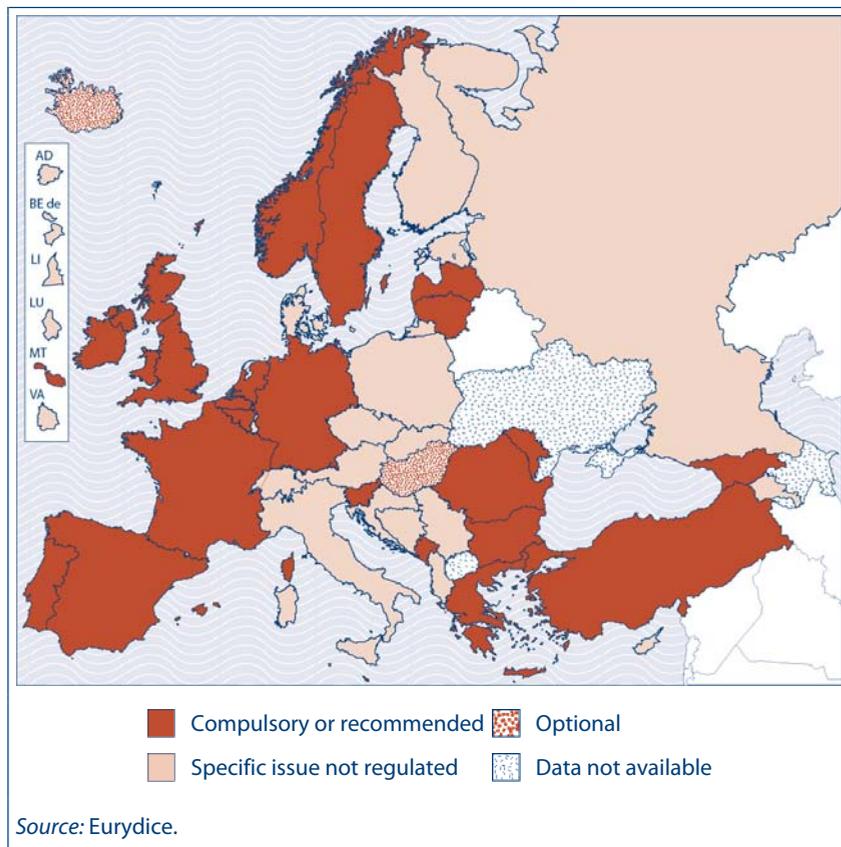
Information on institutions often has to be publicly available

The quality assurance standards agreed upon in Bergen emphasise another point, namely that institutions are responsible for regularly providing objective information about their programmes, the qualifications they award and their student assessment procedures. This information should be made publicly available.

In over half of the countries, there are regulations on the information that higher education institutions should make available. The regulations generally stipulate that student assessment criteria, as well as information on programmes and awards, should be made publicly available. However, institutions are less often required to publish student assessment criteria than information on programmes and awards.

Figure G4: Public availability of information on higher education institutions, 2006/07

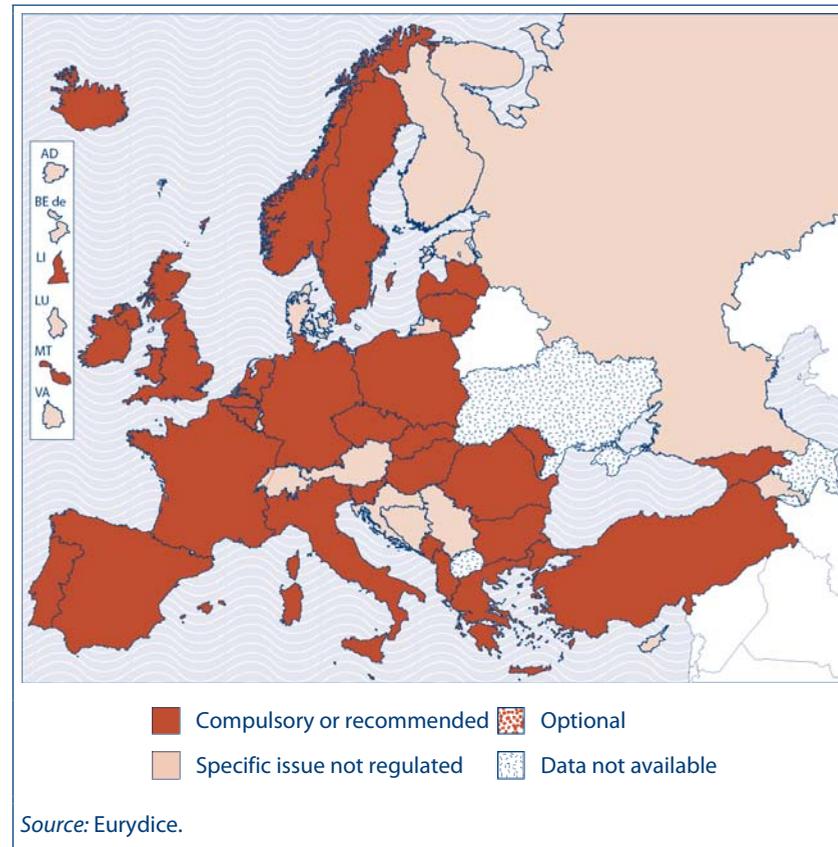
G4a: Student assessment criteria



Additional notes (Figure G4)

Austria: The information shown relates solely to universities. In the case of *Fachhochschulen*, information on student assessment criteria and on programmes and awards should be publicly available.

G4b: Information on programmes and awards



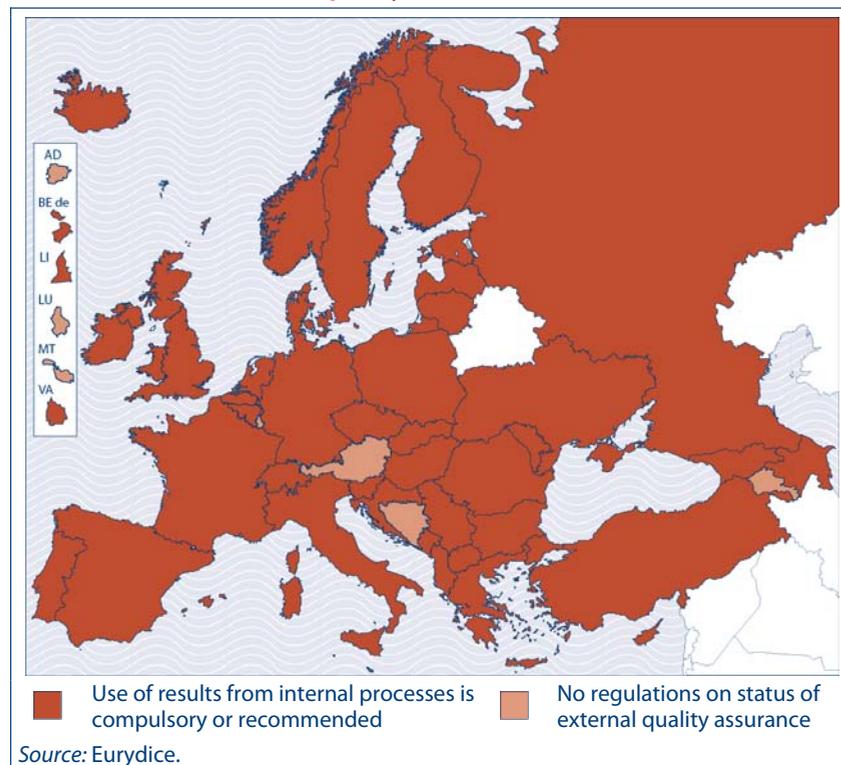
Additional notes (Figure G4 – continued)

Latvia: Assessment criteria are generally the same for all study programmes and set out in regulations on the curriculum for each type of higher education.

The results of internal quality assurance and site visits are frequently used for external procedures

ENQA guidelines emphasise the importance for external quality assurance to take into account the results of previous internal procedures, which can provide a very valuable basis for external processes and may also facilitate them.

Figure G5: Use of the results of internal processes for purposes of external quality assurance, 2006/07



Additional notes (Figure G5)

Albania: If the higher education institution has implemented an internal quality assurance system, it is taken into account during the accreditation process.

Austria: The information shown relates solely to universities. In the case of *Fachhochschulen*, the use of results from internal processes is compulsory.

Azerbaijan and Ukraine: Data is from the respective national reports submitted to the BFUG for the Stocktaking Report 2007.

Cyprus: Private higher education institutions only.

In all countries where external quality assurance is compulsory or recommended, regulations state that the results of internal quality assurance must be used in external procedures.

The ENQA document regards site visits as a useful element in review processes. A site visit is compulsory or recommended in the majority of countries except those with very few or no regulations on external quality assurance (Andorra, Luxembourg and Malta), and those which have no specific regulations on the inclusion of this particular procedure (Denmark, Finland, Holy See and Iceland).

External quality assurance: foreign experts and students are not always involved on a compulsory basis

ENQA strongly recommends the involvement of foreign experts and students in external quality assurance. Almost all of the countries concerned have introduced regulations on who should take part. In most cases, participation of academic and research staff is required. The involvement of students and foreign experts is compulsory or recommended in about half of the countries. In Albania, the German-speaking Community of Belgium, Croatia, Germany, France, Ireland (non-

Figure G6: Members of external quality assurance teams, 2006/07

	Academic and research staff	Foreign experts	Students		Academic and research staff	Foreign experts	Students
AD				IS	●	●	●
AL	■	■	■	IT	●	○	⊗
AM				LI	●	●	⊗
AT 1				LT	●	■	●
2	●	●	⊗	LU			
AZ	:	:	●	LV	■	●	●
BA				MD	●	■	⊗
BE de	●	●	●	ME	●	■	⊗
BE fr	●	●	⊗	MK	●	●	●
BE nl	⊗	⊗	●	MT			
BG	⊗	⊗	●	NL	⊗	⊗	●
CH	●	●	⊗	NO	●	●	●
CY	●	●	⊗	PL	●	○	○
CZ	●	⊗	⊗	PT	●	●	⊗
DE	■	■	■	RO	●	⊗	⊗
DK	●	⊗	●	RS	:	:	●
EE	⊗	●	⊗	RU	●	○	■
EL	⊗	■	⊗	SE	●	■	●
ES	⊗	⊗	⊗	SI	●	■	●
FI	■	○	■	SK	●	●	■
FR	●	●	■	TR	●	●	●
GE	■	○	■	UA	:	:	●
HR	●	●	●	UK	●	⊗	⊗
HU	●	○	●	VA	⊗	⊗	⊗
IE	●	●	●				

● Compulsory ■ Recommended ○ Optional
 ⊗ Specific issue not regulated : Data not available
 □ No regulations on status of external quality assurance

Source: Eurydice.

Additional notes (Figure G6)

Austria: 1) Universities, 2) Fachhochschulen.

Azerbaijan and Ukraine: Data is from the respective national reports submitted to the BFUG for the Stocktaking Report 2007.

Cyprus: Private higher education institutions only.

Czech Republic: Ministerial officials also take part on a compulsory basis and foreign experts participate regularly in such teams.

Ireland: The information shown refers solely to non-university institutions. In the case of universities, the participation of students is not regulated.

university institutions), Iceland, Latvia, Lithuania, the Former Yugoslav Republic of Macedonia, Norway, Slovenia, Slovakia, Sweden and Turkey, the regulations state that both foreign experts and students should be included. In Estonia and Greece, only the participation of foreign experts is compulsory or recommended.

In Denmark, the board of directors of the Danish Evaluation Institute identify the members responsible for the particular evaluation concerned. The legislation states that the external evaluation group has to be assisted by experts in the field in question.

In the Netherlands, participation by a minimum of three independent experts in the field concerned, plus one student, is required. Participation by foreign experts is recommended for universities.

In Latvia, students join the external evaluation team as observers, without the right to vote.

In the Holy Sea and Spain, there are no regulations on who should participate in external quality assurance procedures.

Clear follow-up procedures are required in the majority of countries

The guidelines clearly state that external quality assurance processes should include a structured follow-up procedure to ensure that recommendations are taken into account and that action plans are not just drawn up but also implemented rapidly. Agencies should occasionally provide reports describing the general findings of their evaluations, which may provide information on developments, trends and difficulties within the system of higher education as a whole.

Many countries issue regulations concerning follow-up. In 26 countries or regions, an action plan and the drafting of a summary report on general findings are compulsory or recommended.

Additional notes (Figure G7)

Austria: 1) Universities, 2) *Fachhochschulen*.

Cyprus: Private higher education institutions only.

Ireland: The information shown refers solely to non-university institutions. In the case of universities, these procedures are recommended.

Poland: There is no requirement for a formal action plan. If a programme receives conditional approval, the State Accreditation Committee checks whether its recommendations have been implemented by a certain deadline.

United Kingdom: An action plan is required only in the event of an unfavourable outcome to a review.

Figure G7: Follow-up procedures required in external quality assurance, 2006/07

	Results used for drafting summary reports describing general findings	Action plan		Results used for drafting summary reports describing general findings	Action plan
AD			IS	●	●
AL	●	●	IT	⊗	⊗
AM			LI	⊗	⊗
AT 1			LT	●	●
2	●	●	LU		
AZ	:	:	LV	●	⊗
BA			MD	●	●
BE de	⊗	●	ME	●	■
BE fr	⊗	⊗	MK	:	:
BE nl	●	■	MT		
BG	●	●	NL	●	●
CH	●	■	NO	●	●
CY	●	●	PL	⊗	⊗
CZ	●	●	PT	●	■
DE	■	⊗	RO	●	●
DK	⊗	●	RS	:	:
EE	●	⊗	RU	●	●
EL	●	●	SE	●	●
ES	⊗	⊗	SI	●	●
FI	●	■	SK	●	●
FR	●	●	TR	■	●
GE	●	⊗	UA	:	:
HR	⊗	⊗	UK	●	■
HU	●	●	VA	⊗	⊗
IE	●	●			

● Compulsory ■ Recommended ⊗ Specific issue not regulated
 ■ No regulations on status of external quality assurance : Data not available

Source: Eurydice.

Periodic external reviews are required in most countries

ENQA recommends that external quality assurance should occur cyclically, with the length of the cycle clearly determined.

In almost all countries where regulations on quality assurance exist, external reviews have to occur regularly. However, the frequency with which they are conducted varies widely depending on the different quality assurance procedures, such as the accreditation (or re-accreditation) of institutions or programmes, or programme evaluations. Some countries also organise their external reviews by field of study.

Additional notes (Figure G8)

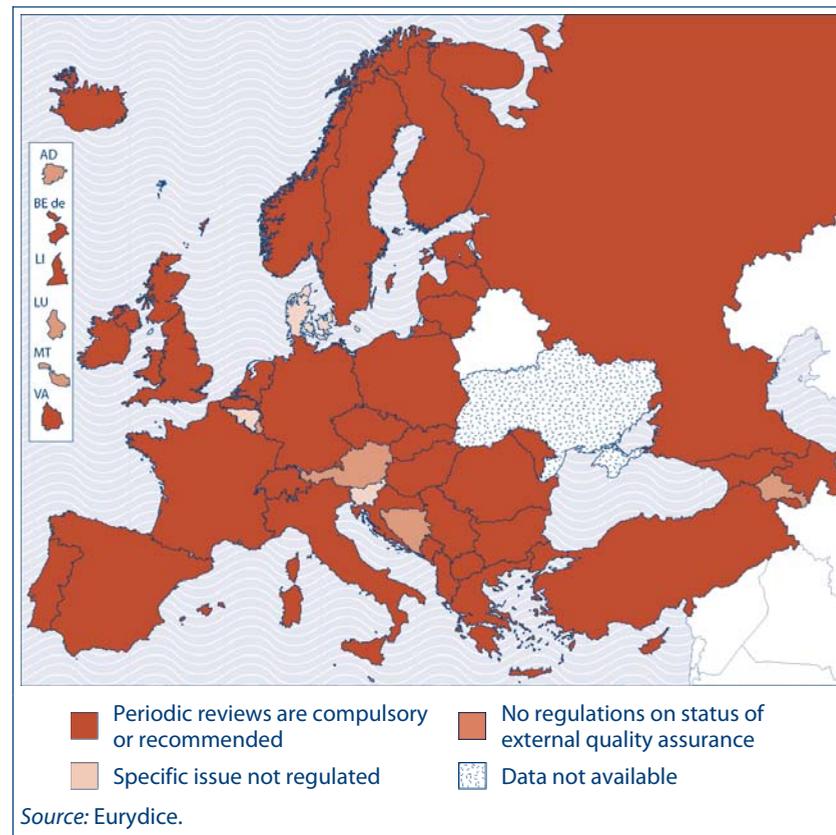
Austria: The information shown relates solely to universities. In the case of *Fachhochschulen*, periodic reviews are compulsory.

Azerbaijan: Data is from the national report submitted to the BFUG for the Stocktaking Report 2007.

Cyprus: Private higher education institutions only.

Czech Republic: The information relates to accreditation of study programmes. For other forms of evaluation the frequency is not determined.

Figure G8: Regular organisation of external quality assurance, 2006/07



Much information on external quality assurance has to be published

Not only should the results of external quality assurance be published, but also the procedures and criteria used, as well as the frequency with which reviews occur.

All information on reviews (results, procedures, criteria and frequency) is published on a compulsory or recommended basis in most countries where external quality assurance is compulsory.

In Croatia and Turkey, the results alone are published. In Switzerland, only the results of external evaluations leading to a positive outcome are public. The publication of results is not regulated in the French Community of Belgium and it is optional in Moldova. It is not compulsory in Estonia, but results are actually always published.

In France and Spain, there are no official regulations concerning the publication of information on external quality assurance, but the results are published as an integral part of the process.

Additional notes (Figure G9)

Albania: Publication is compulsory only for private higher education and is decided on a case-by-case basis in public higher education.

Austria: 1) Universities, 2) *Fachhochschulen*.

Cyprus: Private higher education institutions only.

Latvia: The procedure, criteria and frequency of external evaluation are defined by legislation, thus it is all considered public information available for everyone.

Ukraine: Data is from the national report submitted to the BFUG for the Stocktaking Report 2007.

Figure G9: Publication of information on external quality assurance, 2006/07

	Results	Proce- dures	Criteria	Frequency		Results	Proce- dures	Criteria	Frequency
AD					IS	⊗	⊗	⊗	⊗
AL	■	●	●	●	IT	●	●	●	●
AM					LI	⊗	⊗	⊗	⊗
AT 1					LT	●	●	●	●
2	●	●	●	●	LU				
AZ	:	:	:	:	LV	●	⊗	⊗	⊗
BA					MD	○	●	●	●
BE de	●	⊗	⊗	●	ME	●	●	●	●
BE fr	⊗	●	●	⊗	MK	●	:	:	:
BE nl	●	●	●	●	MT				
BG	●	●	●	●	NL	●	●	●	●
CH	●	●	●	●	NO	●	●	●	●
CY	●	●	●	●	PL	●	●	●	●
CZ	●	●	●	●	PT	●	●	●	●
DE	●	●	●	●	RO	●	●	●	●
DK	●	●	●	●	RS	●	:	:	:
EE	⊗	●	●	●	RU	●	●	●	●
EL	●	●	●	●	SE	●	●	●	●
ES	⊗	⊗	⊗	⊗	SI	●	●	●	⊗
FI	●	●	●	●	SK	●	●	●	●
FR	⊗	⊗	⊗	⊗	TR	●	⊗	⊗	⊗
GE	●	●	●	●	UA	●	:	:	:
HR	●	⊗	⊗	⊗	UK	●	●	●	●
HU	●	●	●	●	VA	⊗	⊗	⊗	⊗
IE	●	●	●	●					

● Compulsory ■ Recommended ○ Optional
 ⊗ Specific issue not regulated : Data not available
 □ No regulations on status of external quality assurance

Source: Eurydice.

SECTION H: FOLLOW UP TO IMPLEMENTATION OF THE BOLOGNA PROCESS

The Bologna signatory countries have agreed to implement the three-cycle structure (see Section A), ECTS (Section C) and the Diploma Supplement (Section D) by 2010. To support higher education institutions in this task, national public authorities may offer two main forms of follow-up, namely incentives and control measures.

Incentives are being used to support the phase of implementing the three-cycle structure, ECTS and the DS. They may be financial (e.g. grants) or involve the provision of information (such as counselling or guidance).

Specific **control measures** are aimed at checking progress with implementation of the three aforementioned aspects. In general, countries have been trying to ensure that the three-cycle structure, ECTS and the DS are implemented correctly and efficiently. The main way to exercise control is through internal and, more particularly, external quality assurance. This implies that programmes or institutions not in full compliance with the national laws or official documents guiding the Bologna Process do not receive accreditation by the respective national quality assurance agency. For further information on quality assurance in the Bologna signatory countries, see Sections F and G.

More specific national control measures for monitoring the progress achieved in implementation – such as the drafting of special evaluation or monitoring reports – exist in only a few countries. A good example is Austria, where the Federal Ministry for Education, Science and Culture regularly produces a monitoring report on implementation of the Bologna Process. Detailed national objectives based on the Bologna objectives have been identified and put into practice, with responsibilities and schedules specifically allocated for the tasks involved. Such regular monitoring is a way of ensuring that full commitment to these objectives

is maintained. The latest report was published in 2005 and covers the years 2000-04, while the next one is due for publication in the spring of 2007.

Incentives are much more widespread than control measures. It should be noted that only **national public incentives** are considered here. Thus, individual initiatives by higher education institutions or private organisations, or (financial) support from European Union sources (e.g. the Socrates programme) are not taken into account in Figure H1. Neither is the supporting work of the Bologna Follow-up Group, the national teams of Bologna promoters, or the national Europass and NARIC centres, given that they are – at least to some extent – financed from EU sources. Nevertheless, the valuable contribution of the national Bologna promoters and the national Europass and NARIC centres to promoting the Bologna Process should be stressed. National Bologna promoters, for example, advise higher education institutions on implementation of the Bologna reforms on a peer-to-peer basis. Some of the promoters also act as special ECTS/DS counsellors to ensure their correct implementation. Moreover, national Europass and NARIC centres offer technical support to higher education institutions or individuals with questions relating to the DS.

In general, national public incentives are only offered if full implementation of the three main aspects of the Bologna Process is clearly still in progress. Thus, in many cases, incentives will no longer be available in countries where use of the three-cycle structure, ECTS or the DS is firmly established. However, if incentives have been scheduled for a longer-term work programme spanning several years, they may still be offered for a transitional ‘phasing-out’ period, even though a particular aspect of the Bologna Process is fully operational. Conversely, incentives may only have been on offer when national Bologna-related reforms first got under way, so they may no longer apply even though implementation of the process is not complete.

The majority of countries still in the implementation phase offer incentives

Almost half of all countries have fully implemented at least two of the three main aspects of the Bologna Process (the three-cycle structure, ECTS and the DS). Countries offering incentives in 2006/07 mainly do so in the form of counselling and technical assistance. Ten countries or regions provide financial incentives for at least one of the aforementioned aspects (usually the three-cycle structure). Financial incentives are offered either as a fixed budget increase or grants. They may also involve tenders for which higher education institutions can apply.

Several countries provide more detailed information on the nature of the incentives on offer.

In the Czech Republic, incentives are provided in development programmes under which higher education institutions can submit projects for funding. Examples are a flat-rate 5 % increase in funding for bachelor's programmes and a graded increase in funding for successful doctoral programmes producing highly trained graduates in increasing numbers.

Figure H1: Incentives for full implementation of the three-cycle structure, ECTS and the Diploma Supplement, 2006/07

	3-cycle structure	ECTS	DS		3-cycle structure	ECTS	DS
AD	:	:	:	IS	■	■	■
AL	●○	■	X	IT	■	■	■
AM	○	○	X	LI	■	■	■
AT	○	○	○	LT	■	○	■
AZ	:	○	:	LU	■	■	X
BA	X	X	X	LV	■	X	■
BE de	X	■	X	MD	:	■	:
BE fr	■	○	○	ME	X	■	■
BE nl	■	■	■	MK	:	:	:
BG	■	■	■	MT	■	X	X
CH	●○	●○	■	NL	■	■	○
CY	■	■	■	NO	■	■	■
CZ	●	●	●	PL	X	X	X
DE	○	■	■	PT	○	○	○
DK	■	■	■	RO	■	■	■
EE	X	●	■	RS	X	■	■
EL	■	■	■	RU	X	X	X
ES	●	X	X	SE	●	X	■
FI	●	■	●○	SI	○	■	■
FR	●○	○	○	SK	X	■	X
GE	●	○	■	TR	■	■	○
HR	X	X	X	UA	:	:	:
HU	●○	■	■	UK	■	○	○
IE	■	X	X	VA	■	○	○

● Financial support

○ Information, or counselling

■ Fully implemented

X No incentives

: Data not available

Source: Eurydice.

Figure H1a: Incentives for full implementation of the three-cycle structure, 2006/07

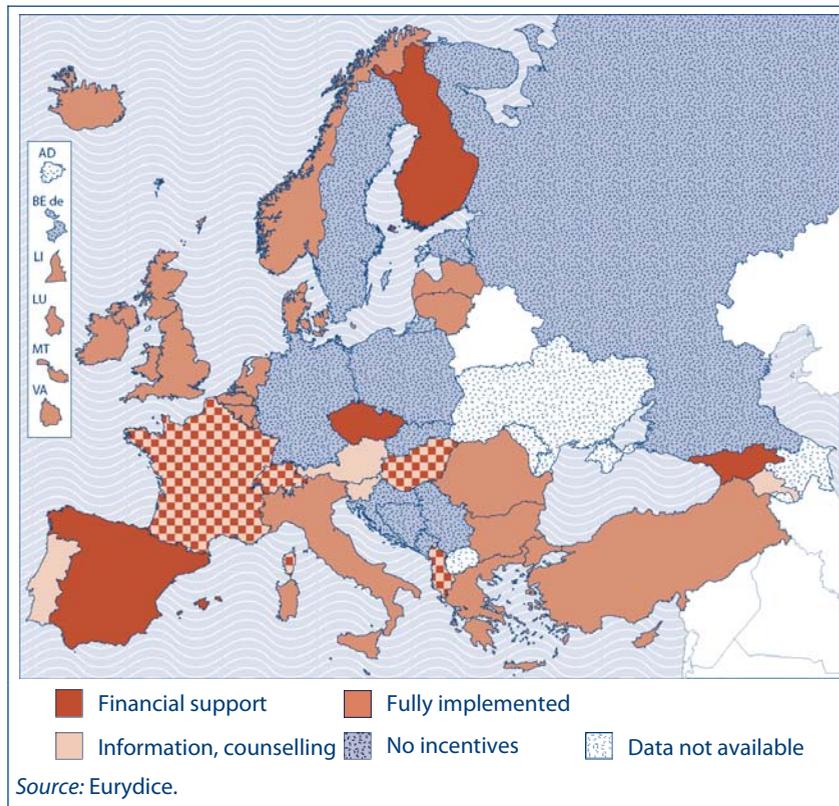
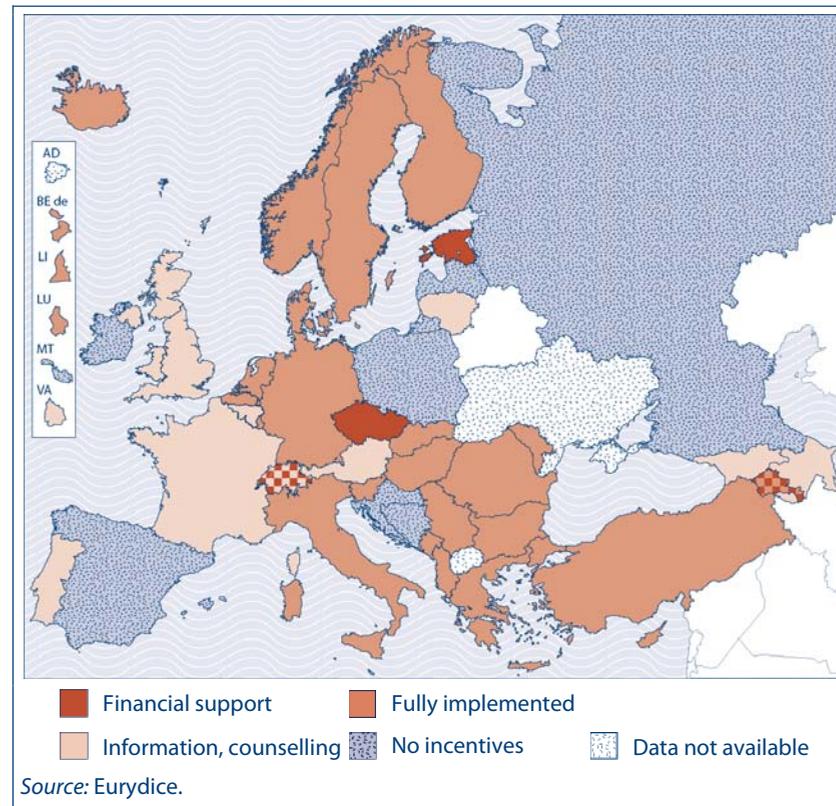


Figure H1b: Incentives for full implementation of ECTS, 2006/07



Additional notes (Figure H1)

Azerbaijan: Where available, data is from the national report submitted to the BFUG for the Stocktaking Report 2007.

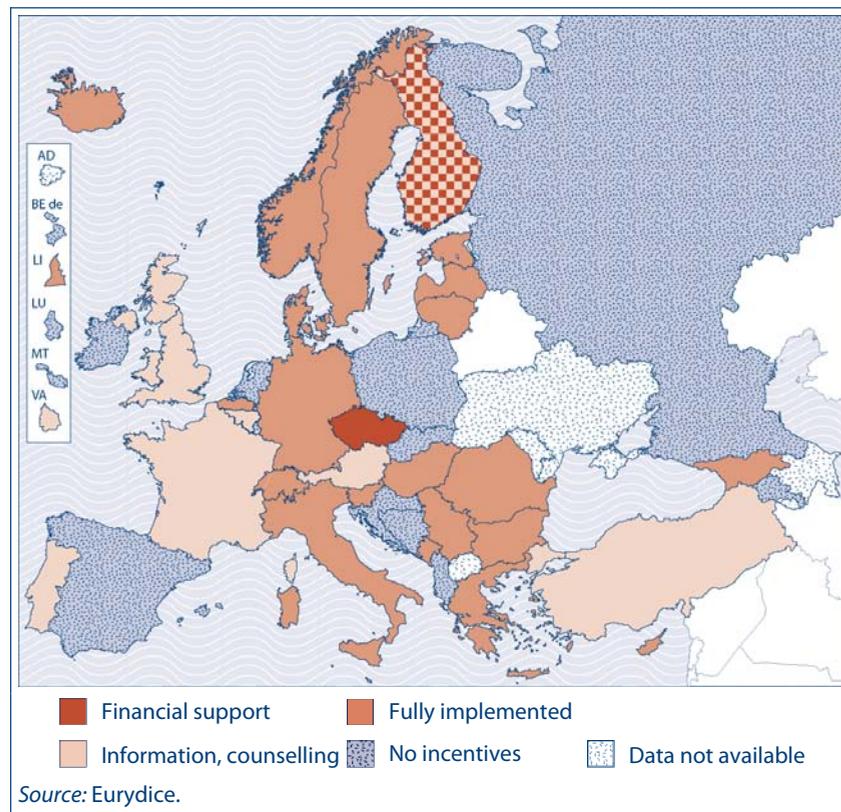
Belgium (BE de): With only one higher education institution in the German-speaking Community, the new structure has been deliberately limited to the first cycle. According to the 2005 legislation, the bachelor's degree and the DS will be offered for the first time in 2007/08. The public authorities feel that particular incentives are not necessary.

Additional notes (Figure H1 – continued)

Denmark: A few educational programmes (mainly under the Ministry of Culture) have not yet undergone changes to comply with the three-cycle structure; for others there are no plans to do so in the near future.

France: Financial support for implementation of the three-cycle structure may be granted when negotiating the four-year contract between the central government and the universities.

Figure H1c: Incentives for full implementation of the Diploma Supplement, 2006/07



Additional notes (Figure H1 – continued)

Hungary: As issuing the DS was made obligatory only from March 2006, the Ministry of Education and Culture set up a Diploma Supplement Information Centre, which aims to support institutions by providing information through a Coordinator Programme, electronic counselling and guidance and gives practical support with ICT programmes.

Norway: Financial incentives offered by the public authorities to encourage full implementation of the three-cycle structure, ECTS and the DS existed from 2002 to 2004.

In Finland, higher education institutions have received extra funding specifically to implement the three-cycle structure and develop the degree system. For this purpose, the Finnish Ministry of Education has allocated annual project funding of approximately EUR 5 million to all universities in the period 2004-07. One of these projects, known as W2W ('five years, two degrees'), aims to help students complete their two-cycle studies within five years.

In Hungary, applicants for grants may apply through tenders. Grant amounts may vary depending on the type and content of the application (new study programme curricula, quality assurance, etc.). As regards ECTS, technical assistance, information points and other administrative and counselling services have been set up by the National Credit Council, which is also responsible for follow-up measures such as general credit monitoring.

In Spain in 2006, the Ministry of Education and Science invested around EUR 13 million in programmes and pilot projects to adapt universities to the European Higher Education Area. Similar programmes are also financed by the Autonomous Communities.

In Sweden, the government has distributed funds, both directly to higher education institutions and through the *Myndigheten för nätverk och samarbete inom högre utbildning* (Swedish Agency for Networks and Cooperation in Higher Education), in order to support work on the three-cycle structure and to encourage cooperation between institutions during implementation.

Switzerland has earmarked CHF 32 million for the 2004-2007 period to support implementation of the Bologna reforms. Each university directly receives a share of the total amount depending on the number of students, study programmes and degrees awarded.

GUIDE TO READING THE DIAGRAMS

The country diagrams illustrate the main possible **paths through higher education** listed according to fields of study. Each of these paths covers one or several study programmes in the first, second and/or third cycle. First- and second-cycle programmes are shown on the left side, third-cycle programmes and further courses on the right side of the diagram.

Individual **study programmes** are represented by coloured boxes. The length of the boxes indicates the notional length of study programmes corresponding to full-time studies, even though the programme concerned may also be offered on a part-time basis.

A different **colour shading** is used to distinguish between study programmes at ISCED levels 5A, 5B and 6 (see Glossary). Within a given ISCED level, different fields of study are joined together in a single path when they have the following characteristics in common:

- the study programmes follow similar selection procedures (at institutional or national level),
- they are offered by the same institution(s),
- they are of the same duration,
- they lead to the same type of qualification (with the same academic title).

Where the same institution (or institutions) offers different fields of study whose programme characteristics vary in relation to one or more of the above-mentioned criteria, the name of the institution concerned is not repeated for each separate path. However, when an institution (or

institutions) offers programmes at different ISCED levels (ISCED levels 5A and 5B), the institution name is repeated for each level.

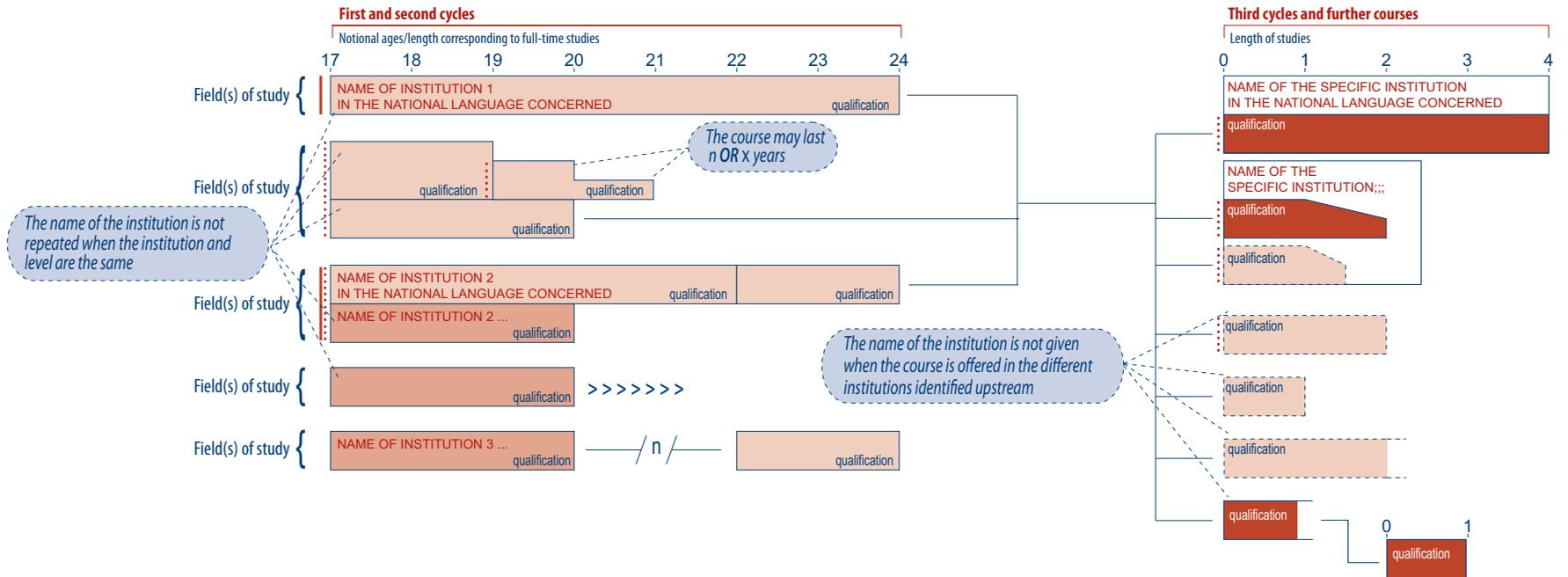
The **selection procedure or a limitation of study places** at the point of entry to the programmes is indicated by a vertical red line. A solid line indicates that selection procedures are determined at national or regional level. A dotted line indicates that procedures are determined at institutional level. The solid line and the dotted line are shown together wherever both national/regional and institutional levels are involved.

First-cycle programmes may already give access to the labour market. The box for the second cycle is shorter in height than the box for the first cycle to show that students can leave the academic path with a degree after the first cycle. In the cases, where study programmes are offered for various lengths of time (e.g. a Master's degree of 1 or 2 years), this is indicated by a box with staggered height levels.

Where **access to doctoral studies** at ISCED level 6 (or to further courses at ISCED levels 5A or 5B) depends on the possession of a first- or second-cycle qualification, this requirement is indicated by a line connecting the two boxes concerned.

Only links leading from one cycle to another at a higher level in the same field of study are illustrated. Consequently, the diagrams do not indicate the opportunities that may exist for students to undertake several programmes at the same level simultaneously, to embark on fresh first-/second-cycle studies after obtaining a first/second-cycle qualification, or to transfer between programmes leading to a first-cycle qualification.

LEGEND



■ ISCED 5A (1st or 2nd programme)	■ ISCED 6 programme	⋮ Selection procedure/limitation of places at institutional level		
■ ISCED 5B (1st or 2nd programme)	□ Further qualification	▮ Selection procedure/limitation of places at national/regional level		
<table border="1"> <tr> <td>>>> Study abroad</td> <td>/ n / Compulsory work experience + its duration</td> </tr> </table>			>>> Study abroad	/ n / Compulsory work experience + its duration
>>> Study abroad	/ n / Compulsory work experience + its duration			

ANDORRA

AD

The Act on higher education institutions was adopted in 1997. An attempt to regulate the issuing of Higher Education National Degrees was adopted in July 2004. The relevant legislative changes linked to the Bologna Process are still under way and are currently being discussed. A new law has entered parliamentary procedures and is awaiting approval. It will be concerned with the implementation of a degree structure based on **three main cycles** (Bachelor's, Master's and doctorates), ECTS, joint degrees and also the principles of quality assurance, transparency and mobility.

Because the provision of higher education in the Principality of Andorra is currently limited

(consisting of a single-cycle degree structure), the great majority of young people who study at this level do so in Spain or France.

There is also the possibility of distance education available for first- and second-cycle programmes. On completion of these distance studies, students are granted a double degree issued by the Andorran government and the Open University of Catalonia, which is therefore also officially recognised in Spain.

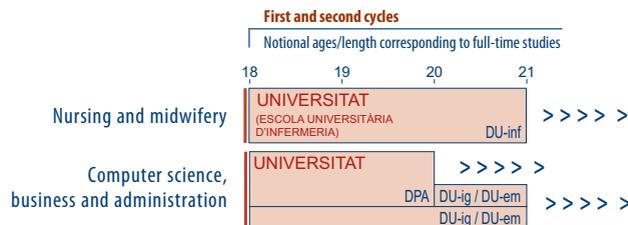
ECTS began to be implemented at the University of Andorra in the 2004/05 academic year, and is used both in terms of credit transfer and accumulation. It will become fully implemented and mandatory as soon as the new Law on Universities has been approved.

A decree regarding the **Diploma Supplement** (DS) was adopted in July 2004. Since the 2004/05 academic year, all national higher education degrees have been issued with the DS free of charge. It is delivered automatically to all students in Catalan. At students' request, it can also be issued in Spanish, French, Portuguese or English.

The current law provides for quality assurance in higher education. In order to establish a quality assurance system, the government created the national Agency for the Quality of Higher Education in Andorra (*Agència de Qualitat de l'Ensenyament Superior d'Andorra*, AQESA) in November 2006.

Legislative and/or official references

Date	Term in English	Term in national language
30 July 1997	Act on higher education institutions	Llei d'Universitats
14 July 2004	Decree regulating the issuance of the Higher Education National Degrees	Decret d'aprovació del Reglament sobre l'expedició de títols d'ensenyament superior de caràcter estatal
14 July 2004	Decree regulating the implementation of the Diploma Supplement	Decret regulador de l'expedició del suplement europeu al diploma
22 November 2006	Decree regulating the creation and function of the Agency for the Quality of Higher Education in Andorra	Decret d'aprovació del Reglament pel qual es regula la creació i el funcionament de l'Agència de Qualitat de l'Ensenyament Superior d'Andorra.



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure/limitation of places at institutional level	>>> Study abroad
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places at national/regional level	

DPA *Diploma Professional Avançat*

DU-em *Diploma Universitari en Administració d'Empreses*

DU-ig *Diploma Universitari en Informàtica de Gestió*

DU-inf *Diploma Universitari en Infermeria*

The option of distance education is available for business and administration, computer science, computer system, multimedia studies, tourism, and telecommunications. The programmes last three years and lead to a first degree. First and second-cycle distance education programmes are also available for law, Catalan philology, humanities and psychology; these programmes last four years. Second-cycle distance education programmes are also available for business and administration, social sciences, audio-visual techniques, documentation, computer science, telecommunications, East Asia studies, research and market techniques, psychopegagogy, advertising and public relations; these programmes last two years.

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In July 2003, the 1999 Act on Higher Education in the Republic of Albania was amended by Parliament to pave the way for the implementation of a system of higher education based on study cycles. The third cycle of studies has been organised on the basis of criteria laid down in a decision by the Council of Ministers of December 1998, as amended by the Higher Education Act in February 1999 and the Decision of December 2004. Under an Ordinance of May 2006, a Bologna Follow Up Group of Albania began full operation in working toward the implementation of higher education reform in order to achieve Bologna goals by 2010.

According to Instruction No. 20 of 2004, all universities and the majority of study programmes are based on the **two-cycle** (BA/MA) structure as of the 2005/06 academic year. The undergraduate (BA) studies last a minimum of three years; the MA studies last 1 to 2 years. Exceptions are medicine, dental studies, pharmacy, architecture, veterinary studies and arts; studies in these fields take 6 years. In the fields of electrical engineering and agriculture, a two-cycle structure has been in place since 2001/02 as a result of government cooperation between Albania and Italy.

The BA/MA structure also applies to ISCED 5B programmes such as nursing and teaching education (for pre-primary level).

Doctoral studies are open to anyone holding a master's degree or equivalent postgraduate qualification obtained either at home or abroad. Candidates with a second-cycle qualification not fully equivalent to the master's degree have to take complementary courses in order to be eligible for doctoral studies. Doctoral programmes correspond to three years of full-time work; it usually takes candidates from 3 to 5 years to complete all the requirements. Doctoral programmes are devised to help specialists improve their qualifications and to pursue independent academic research. In particular cases, short training courses have been developed in specific subjects. Usually, however, doctoral programmes consist solely of research and are developed as a result of individual research. Doctoral programmes have not yet been reformed according to the Bologna Process structure.

Candidates enrolled in doctoral programmes enjoy a special status. They are eligible for grants, including special financial support. They can also receive an allowance during

leave from paid work while pursuing the doctoral degree.

For graduates with master's degrees who do not enter doctoral programmes but who want additional qualification for the labour market, there are ISCED 5B second-cycle programmes (0.5 to one year) as well as a graduate-level certificate for professional studies (1 to 4 years). Programmes culminating with the certificate include: finance, marketing, business and management.

Specialised professional studies follow the long-cycle, 6-year programme in medicine and several other study fields and take 2 to 4 years. The specialised professional studies for economics take 6 or 9 months.

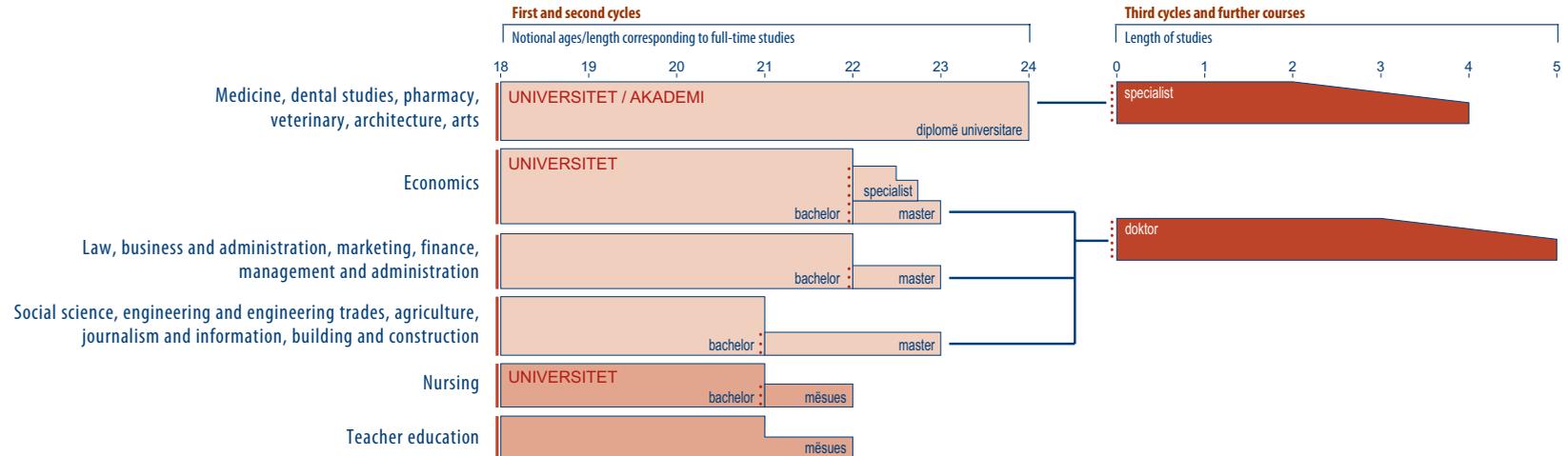
National legislation does not yet provide for the issuing of joint or double degrees, nor has Albania yet adopted a **National Qualifications Framework**. However these issues are part of a national public debate and are planned for inclusion in legislation in 2007 with the goal of achieving implementation by 2010.

The implementation of **ECTS**, which is now being used for both credit transfer and credit accumulation, began in 1999. For students

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Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure/limitation of places at institutional level
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places at national/regional level

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who transfer from ISCED 5B programmes to 5A, ECTS credits for certain subjects can be accepted for 5A programmes. On the basis of Instruction No. 18 of 2004, it became mandatory for the transcript of records accompanying the qualification in all study programmes in higher education to indicate ECTS credits from the end of the 2004/05 academic year. Currently, the majority of study programmes have implemented ECTS at HEIs throughout the country.

In 2004, a national seminar on the introduction of the **Diploma Supplement** (DS) was organised and a working group that included university representatives was set up in May 2006 within the Ministry of Education and Science. This working group is designing the Diploma Supplement that will be implemented at the end of the 2006/07 academic year. All universities will issue the DS in Albanian and English at the student's request and for a fee.

The Ministry of Education and Science promotes administrative and financial incentives to encourage full implementation of the three-cycle structure. Working groups are established in order to review all universities' curricula based on the three-cycle structure. Seminars and consultation meetings are

organized where academic staff discuss the new structure. Students enrolled in either part-time or full-time study programmes are now able to transfer from one university to another.

The Ministry has also initiated supervision measures for all universities with regard to the three-cycle structure and ECTS. Follow-up activities for the three-cycle structure include national and international workshops, as well as publishing papers on the Bologna Process meetings and conferences. For ECTS implementation, seminars and consultation meetings are organised by the Ministry for academic staff.

The **quality assurance** system in higher education is based on the 1999 Decision of the Council of Ministers. The institutions involved are the Accreditation Agency for Higher Education (AAHE – established January 2000) and the Accreditation Council (AC – established March 2004), in close cooperation with the Ministry of Education and Science.

The AAHE is a public, state-funded institution accountable to the Ministry. It drafts and draws up the criteria and procedures for higher education quality evaluation and, after consulting with the higher education

institutions (HEIs), submits a proposal to the AC for final approval. All criteria and procedures drafted by the AAHE and approved by the AC have to be made available to the HEIs. The Agency is responsible for the evaluation process and procedure, and for collecting the evaluation results.

The AAHE consists of seven full-time and two part-time members, including the director and four specialists. International perspective has been incorporated thanks to the contributions of a foreign expert who followed and supported AAHE in the external evaluation of several HEIs from 2001 to 2004. Present economic circumstances and language difficulties have prevented foreign experts from becoming members of the AC. In close co-operation with experts and representatives of HEIs, AAHE has compiled two manuals on self-evaluation and external evaluation respectively. The Agency has also drawn up higher education quality evaluation procedures approved by the AC. Finally, in collaboration with national and foreign experts, the AAHE has prepared the report *Aspects and Indicators relevant to Higher Education Quality Evaluation*.

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The Accreditation Council consists of nine high-profile personalities in various fields of education, science and the economy, who are appointed by the Minister of Education and Science following proposals from the respective fields. The chairperson of the AC is appointed by the Prime Minister, who acts upon the recommendation of the Minister of Education and Science. The AC analyses the evaluation results and the procedure undertaken by the AAHE, and makes recommendations to the Ministry of Education and Science about the decision to be taken. The AC can also ask the Council of Ministers for approval to maintain or close all types of non-public HEIs. The evaluation procedures apply to third-cycle as well as first- and second-cycle programmes.

A March 2001 Council of Ministers decision regarding non-public higher education enables the Ministry of Education and Science to formally recognise non-public programmes and HEIs. Recognition depends on the outcome of evaluations and accreditation and is granted for a period of five years.

External evaluation is carried out at the request of the Ministry or any particular HEI, or when scheduled by the AAHE. According to a Decree

of July 1999, no HEI can function without accreditation for more than four years. If an institution does not seek accreditation within this period, the AAHE and the Ministry take steps to initiate evaluation procedures. Foreign experts have been involved in evaluation as members of external evaluation groups.

The AAHE is responsible for announcing and publishing evaluation results following their confirmation by the AC. In the case of public HEIs, the AC decides on a case-by-case basis whether and how final outcomes should be published. In the case of private HEIs, the evaluation report has to be published; the AC determines only the ways and means of doing so.

The AAHE fixes and monitors the mechanisms for internal quality assurance and evaluation and helps each HEI to establish appropriate procedures. According to the Higher Education Act, it is not mandatory for universities to implement an internal quality assurance system; however, some universities have introduced activities for ensuring quality. There are also some activities introduced by individuals that promote internal quality assurance. During the process of evaluation and accreditation, the AAHE takes the

existence and functioning of internal quality assurance systems into careful consideration, universities are thus encouraged to establish such systems to promote an internal quality culture. The Agency has also drawn up a set of standards for institutions and programmes following lengthy consultation with the HEIs; these guidelines have been approved by the AC and the Ministry.

Institutional evaluations include student input through various interviews administered by the external evaluation team. Reports on major and minor evaluation issues incorporate ideas from members of the university as well as students. During the evaluation process, universities are asked whether they involve their students in the drafting of policy documents or other strategies, and whether students are represented in consultative or other decision-making bodies. Evaluation examines whether student ideas contribute to the daily functioning of institutions.

Beginning in March 2005, the AAHE has regularly circulated a questionnaire for completion by students, which is used in all evaluations. The questionnaire is also published on the AAHE website for comments from the public. Meanwhile, efforts are being

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made to include students in the external evaluation group.

The AAHE maintains close ties and carries out joint activities with other counterpart agencies across Europe and beyond and is a member of three international networks in the area of higher education quality assurance, namely the International Network for Quality

Assurance Agencies in Higher Education (INQAAHE), the Network of Central and Eastern European Quality Assurance Agencies in Higher Education (CEEN) and the Amsterdam based European Association for International Education (EAIE).

A new draft law on higher education, which foresees the complete redesign of the two

quality assurance bodies in accordance with the ENQA Standards and Guidelines for Quality Assurance, was sent to the Council of Ministers in March 2007.

Legislative and/or official references

Date	Term in English	Term in the national language
17 December 1998	Decision No. 786 by the Council of Ministers on the postgraduate scientific qualification and classification of pedagogical and research employees (amended by Decision No. 897 on 29 December 2004 and the 1999 Higher Education Act)	Vendim i Këshillit të Ministrave nr. 786, datë 17.12.1998 'Për kualifikimin shkencor pasuniversitar dhe për klasifikimin e punonjësve pedagogjike e kërkimorë' (i ndryshuar me Vendimin nr. 897, datë 29.12.2004)
25 February 1999 (amended on 28 July 2003)	Law No. 8461: Albanian Higher Education Act	Ligji nr. 8461, 'Për arsimin e lartë në Republikën e Shqipërisë' (i ndryshuar më 28.06.2003)
1 July 1999	Decision of the Council of Ministers No. 303 (based on the 1999 Higher Education Act) 'For the establishment of the accreditation system in higher education'	Vendim i Këshillit të Ministrave nr. 303, datë 01.07.1999 'Për Krijimin e sistemit të akreditimit në arsimin e lartë'
10 August 1999	Instruction No. 18 of the Ministry of Education and Science and the Scientific Qualification Board 'On post university scientific qualification'	Udhëzim Nr. 18 i MASH dhe i KKSH 'Per kualifikimin shkencor pasuniversitar'
22 March 2001	Decision of the Council of Ministers No. 156, on non-public HEIs in the Republic of Albania	Vendim i Këshillit të Ministrave nr. 156, datë 22.03.2001 'Për arsimin e lartë Jopublik në Republikën e Shqipërisë'

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Date	Term in English	Term in the national language
8 October 2004	Instruction No. 29 of the Minister of Education and Science 'On election of Student Governments in universities'	Udhëzimi Nr. 29, datë 08.10. 2004 'Për zgjedhjen e Qeverisë Studentore në shkollat e larta universitare'
29 July 2004	Instruction No. 18 of the Minister of Education and Science 'On Standards of the academic structures'	Udhëzim Nr. 18, datë 29.07.2004 'Për standardet e strukturave akademike'
29 July 2004	Instruction No. 20 of the Minister of Education and Science, on structuring two-cycle study programmes in Higher Education Institutions	Udhëzimi nr. 20, datë 29.07.2004 'Për organizimin e studimeve në shkollat e larta (për sistemin me kohë të plotë)'
5 October 2004	Instruction No. 28 from the Ministry of Education and Science 'On organising studies in higher schools'	Udhëzimi nr. 28, datë 05.10.2004 'Për disa ndryshime në Udhëzimin' nr. 20, datë 29.07.2004 'Për organizimin e studimeve në shkollat e larta'
5 January 2006	Order No. 1 'On admission quota approved for doctoral studies at Tirana University for 2005/06 academic year'	Urdhër nr. 1 'Per miratimin e kuotave te pranimit ne doctorate ne Universitetin e Tiranës per vitin 2005-2006'
27 April 2006	Ordinance No. 154 of the Minister of Education and Science 'For the establishment of the working group on elaborating the draft law on higher education in the Republic of Albania'	Urdhër nr. 154, datë 27.04.2006 'Për ngritjen e grupit të punës për hartimin e projektligjit për arsimin e lartë në Republikën e Shqipërisë'
15 May 2006	Ordinance No. 172 of the Minister of Education and Science 'For the establishment of the working group on curricula reform according to the Bologna Process'	Urdhër nr. 172, datë 15.05.2006 'Për krijimin e grupit të punës mbi reformën kurrikulare dhe përshtatjen sipas sistemit të Bolonjës'

ARMENIA

The **legal framework** required for the Bologna Process was established by the new Law on Higher Education and Postgraduate Education (*Orenq barzraguyn ev hetbuhakan masnagitakan krtutyany veraberyal*) adopted on 14 December 2004, as well as the Strategy of Higher Education (*Bardzraguyn krtutyany barepokhumneri razmavarutyun*), approved by the Government of Armenia on 21 November 2003. These documents, together with the adopted decrees and main international declarations, contain the basic development trends of the sector.

In 1991, the State Engineering University (Former State Polytechnic University) initiated its own institutional educational and structural reform. These reforms led to a degree structure based on **two main cycles**: the bachelor (*bakalavriat*) was formally introduced to the traditional single-cycle programmes, and the master's (*magistros*) programmes, which build on a first university degree, were instituted as a second cycle. In 1994, the university formally introduced the third cycle of postgraduate educational programmes – Researcher (*hetazotogh*) – which did not have much success. In 1995, Yerevan State University introduced the bachelor's/

master's structure, and afterwards in 1996, the Agricultural Academy adopted it as well. These changes were followed by a special decree of the Armenian government in 2004. This decree stipulates that the bachelor's/master's structure must be adopted by all HEIs in the country. It is planned that all HEIs (state and private) will fully implement the BA/MA structure by 2010.

All curricula and educational programmes are both academically and professionally oriented. The programmes do not align with ISCED 5B.

The traditional structure of **doctoral programmes** (*Aspirantura; Doktorantura*) has not yet been reformed according to the Bologna Process. The *Gitutyunneri teknatsu* degree is comparable to the internationally recognised PhD degree and includes compulsory theoretical and certain special subjects (determined by the scientific leader according to individual plans) as well as foreign language courses (except for degree programmes in foreign languages). Each course ends with an exam. Upon completion of the *teknatsu* degree, some graduates chose to continue to a further level of study; the *Doktorantura* leads to the Doctor of Science

(*Gitutyunneri doktor*) degree, which consists solely of individual research.

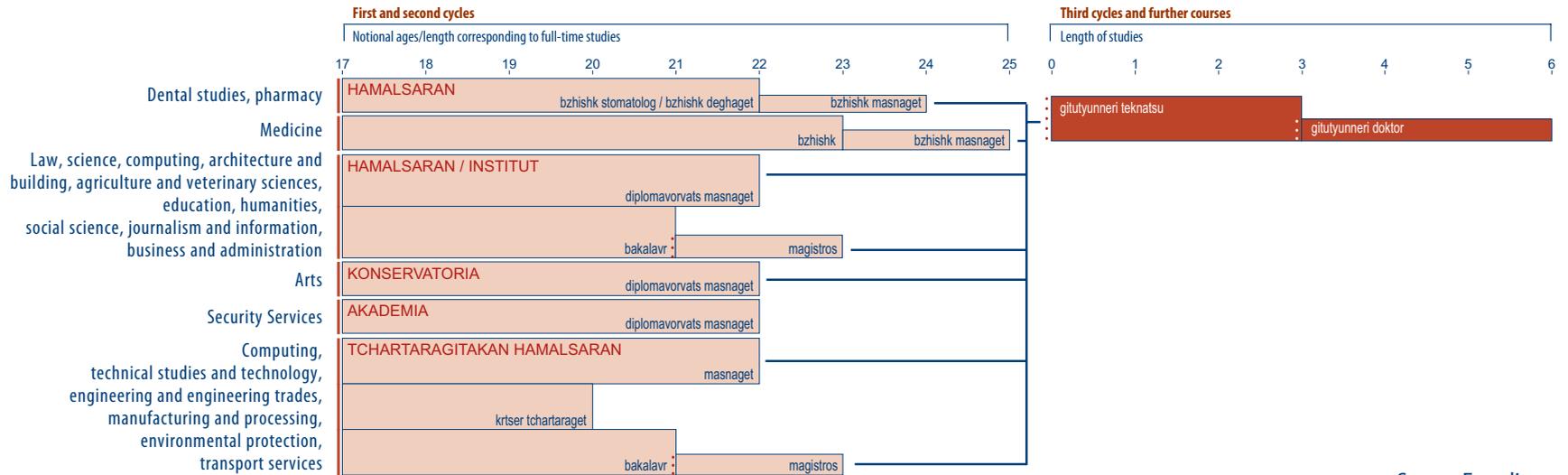
A special government decree of 22 July 2001 refers to state regulations on doctoral studies (*Aspiranturayum ev doktoranturajum usucman kargy*). According to this decree, the duration of the *Aspirantura* (PhD-level studies) should be at least three years of full-time work. Students must earn a degree above the bachelor's level in order to enrol in doctoral studies. Students enrolled at the postgraduate level enjoy certain benefits: they are regarded as both early-stage researchers and students for the first two years of their studies. After two years, they are awarded the qualification of researcher (e.g. engineer-researcher). All full-time researchers have mandatory employment contracts with the HEI; they receive full scholarships and are exempted from compulsory military service during the entire period of their studies.

Recently, the Ministry of Education and Science created a working group on the **three-cycle structure** that will elaborate new approaches to the third cycle. At present, the pre-Bologna structure of long studies is still provided for students who enrolled before 2004/05. The

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HIGHER EDUCATION STRUCTURE

2006/07



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure/limitation of places at institutional level
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places at national/regional level

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old system should be gradually replaced over three years.

There is currently no existing legal provision for international **joint or double degrees**.

Armenia has not yet adopted the **National Qualifications Framework** as defined by the Bologna Process. The ministry has created a working group to develop a national qualifications framework. According to the timetable adopted by the government, the national qualifications framework will be introduced nationwide by 2009.

ECTS was initially introduced at the State Engineering University in 2003 as a pilot project funded by the Open Society Institute. On 22 December 2005, a special government decree on implementing a credit system was issued, according to which all HEIs must start introducing ECTS. Meanwhile, the ministry has created a working group that will develop ECTS at national level, and prepare guidelines on how to implement the system and organise training. HEIs are currently in the process of implementing ECTS in all course units in all degree programmes. ECTS will be used for both credit transfer and accumulation.

There are currently no other credit systems at national level.

The **Diploma Supplement** (DS) has not yet been officially introduced in Armenia. The country is currently using a traditional form of a national DS, which in most cases is issued automatically and includes information on courses taught, in-class hours, cumulative grades, the results of state exams and/or graduation thesis defence. This national DS does not yet meet European requirements; however, it has been decided to introduce the European DS in 2007. The Armenian ENIC/NARIC prepared a DS that will be finalised in April; the first European DS will be issued to master's level students graduating in June-July 2007.

The Ministry of Education and Science has been providing incentives in the form of continuous administrative support to the process of implementing the three-cycle structure and the implementation of ECTS. Financial support for the three-cycle structure has been provided so far by local and international NGOs, an EU Tempus programme and resources from the HEIs themselves. HEIs usually have to apply for funding on their own initiative. The grants vary in amounts close

to 200 000 euros. Financial support for ECTS implementation has come from the Open Society Institute via grants awarded to several HEIs.

The National Accreditation and Licensing Agency (*Litsenzavorman ev havatar-magrman gortsakalutyun*) was established in 2000 within the Ministry of Education and Science. The body is a structural unit of the ministry. All HEIs in Armenia are required to hold a licence in order to carry out their educational activities. The state accreditation procedure is preceded by self-evaluation of the educational activity; the administrative staff of the HEI prepare a self-evaluation report based on the information received from the departments, and then apply for partial or full state accreditation. The national **quality assurance** system has not yet been reformed according to the Bologna Process. The creation of an independent national quality assurance agency is currently the subject of public debate.

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Legislative and/or official references

Date	Term in English	Term in national language
12 June 1995	Government of Armenia Decree on Temporary Regulations for the Introduction of a United Three-cycle Structure for the Higher Education System	Bardzragyun Krtutyán Miasnakan Yerastitchan Hamakari Jamanakavor Hastatman Masin
20 July 2001	Government Decree on State Regulations for Doctoral Studies	Aspiranturayum ev Doktoranturajum Usucman Kargy
21 November 2003	Strategy of Higher Education Endorsed by the Government	Bardzragyun Krtutyán Barepokhumneri Razmavarutyun
14 December 2004	Law on Higher Education and Postgraduate Education	Orenq Barzragyun ev Hetbuhakan Masnagitakan Krtutyán Veraberyal
14 April 2005	Government Decree on the Creation and Adoption of State Standards for Higher and Postgraduate Education	Karg Barzragyun Masnagitakan ev Hetbuhakan Krtutyán Petakan Krtakan Chaporoshichneri Zevavorman ev Hastatman
8 September 2005	Government Decree on State Regulations for Student Scholarships	Barzragyun Usumnakan Hastatutyunnerum Usanokhneri Petakan Krtatoshak Talu Kargi Hastatelu Masin
15 September 2005	Government Decree on Financial Aid Provision to Students	Barzragyun Usumnakan Hastatutyunnerum Usanoghakan Npastner Talu Kargy Hastatelu Masin
9 November 2005	Government Decree on Approving the List of Higher Education Professional Specialities	Barzragyun Masnagitakan Krtutyán Masnagitutyunneri Tsanky Hastatelu Masin
17 December 2005	Government Decree on State Regulations for Educational Provision	Petakan Barzragyun Hastatutyunnerum Usanoghakan Npastner Talu Kargy
22 December 2005	Government Decree on Credit System Implementation	Barzragyun Krtutyán Hamakargum Kreditayin Hamakargi Nerdman Masin

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University-type higher education institutions are established, organised and run their activities in accordance with the Federal Act on the Organisation of Universities and their studies (Universities Act 2002), which became fully effective in 2004. The universities of applied sciences (*Fachhochschulen*) are organised in accordance with the 1993 *Fachhochschule* (FH) Study Act (amended in 2006).

In universities, it has been possible to offer a degree structure based on **two main cycles** (Bachelor's/Master's) since 1999 as part of the Bologna Process. At *Fachhochschulen*, the 2002 amendment to the *Fachhochschule* Study Act provides a legal basis for the Bachelor's/Master's degree structure.

The Bologna three-cycle structure applies to all ISCED level 5A programmes except for medical studies, which remain long studies by law, teacher education programmes which are exempt by law, and some not yet converted pre-Bologna diploma studies. It has to be noted though that no time limits or sanctions are foreseen as regards the implementation of the three-cycle structure. Newly created programmes have to follow the structure of two main cycles. The Bachelor's/Master's

course structure does not apply to ISCED level 5B programmes. Yet as a rule, students in these programmes do not face obstacles when transferring to ISCED level 5A Bachelor's programmes, since admission regulations for both levels are identical for most programmes. Graduates from ISCED level 5B programmes can apply for admission to ISCED level 5A Master's programmes under certain circumstances. This involves a transfer of ECTS credits and a recognition of all equivalent examinations and, as a consequence of both, an advanced placement.

Doctoral programmes have their main legal basis in the Universities Act 2002. Enrolment in doctoral studies requires a Master's degree. New programmes comprise at least three academic years. There is, however, still the possibility to enrol in two-year doctoral studies until 2009/10. These studies must be completed by 2017.

Each programme consists of compulsory taught courses (involving mainly science-oriented seminars) and a doctoral thesis.

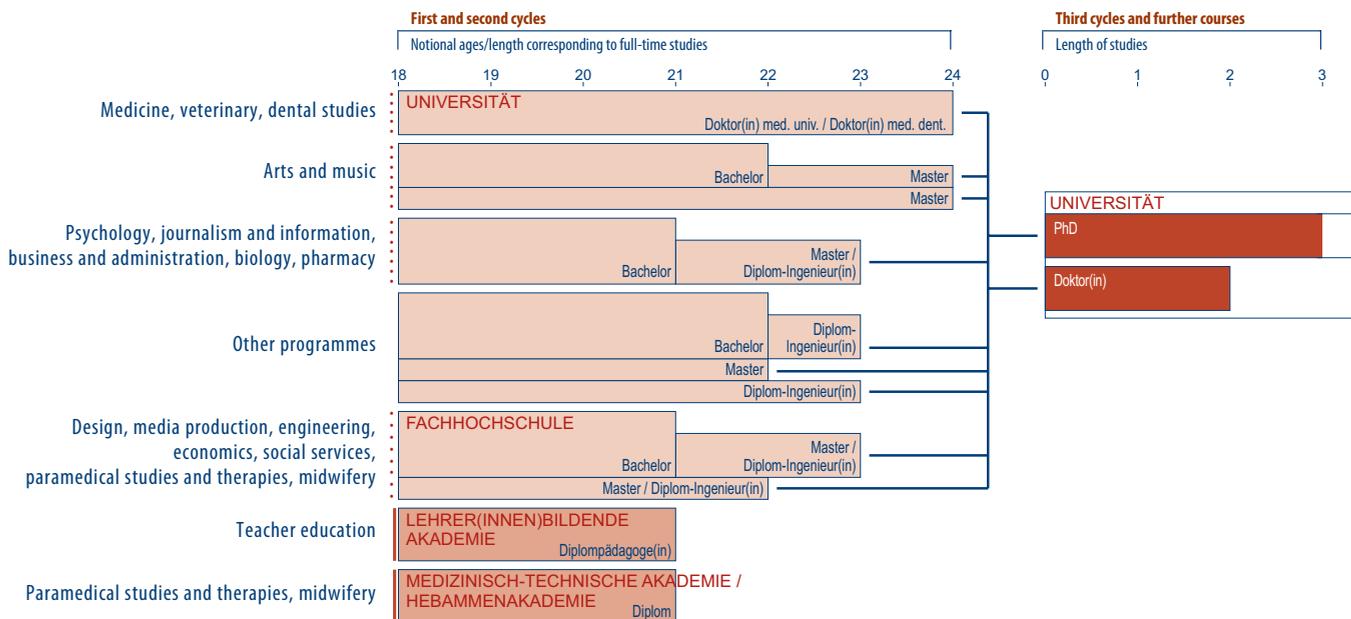
The amount of time allocated to each is laid down in the respective curriculum and there are no centralised regulations. There are no

legal regulations for the minimum duration of the compulsory taught courses and the defining their curricula.

A doctorate may also be awarded by several universities, including foreign institutions as is the case in some **joint degree** programmes. Doctoral candidates are regarded as both students and 'early stage' researchers depending on the programme enrolled. Special status is granted if they are enrolled in a programme which foresees an employment contract.

The government has decided to adopt a **National Qualifications Framework** and to connect it with the European Qualifications Framework (EQF). The consultation process including all stakeholders will start in 2007 and will be supported by a research group representing higher, vocational and adult education.

Since 1999, implementation of **ECTS** has been compulsory for Bachelor's and Master's level. It is used for credit transfer as well as credit accumulation and is fully implemented at universities and universities of applied sciences. In accordance with the Teacher Education Act 2005, it is also compulsory at the



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure/limitation of places at institutional level
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places at national/regional level

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current teacher training colleges (*Akademien für Lehrer/innenbildung*) which will officially become *Pädagogische Hochschulen* in October 2007.

Since October 2003, **Diploma Supplements** (DS) have been issued free of charge and on request in German and English to all graduates of teacher training colleges. The 2004 University Studies Evidence Decree contains regulations about the DS. Since July 2005, all universities and *Fachhochschulen* have been obliged to issue the DS free of charge and automatically to all graduates in German and English.

In addition to the legal framework, the following **incentives** have been introduced to encourage the implementation of the Bologna objectives:

As regards counselling services, five Bologna promoters conduct counselling visits to universities upon their request. All universities and *Fachhochschulen* have nominated a Bologna coordinator who is responsible for promoting the implementation of the Bologna objectives in his/her institution.

A national Bologna follow-up group consisting of representatives of the responsible ministries

and authorities, as well as representatives of the higher education sector, was established in 1999. In addition, there are thematic working groups active on all levels to consider the stakeholders' needs and experience in implementing the individual Bologna objectives (e.g. working group on joint degree programmes, committee for international affairs of the universities of applied arts and the international forum of the Rectors Conference). The Austrian Federal Ministry for Education, Science and Culture (national contact point) organises seminars on ECTS to which foreign experts are invited. The National Recognition Information Centre (NARIC) for Austria developed templates for the DS to be issued uniformly throughout the country.

The Federal Ministry for Education, Science and Culture accompanies the implementation of the Bologna process by means of the 'monitoring report'. It is the first time that a separate monitoring procedure has been introduced for a higher education project, which illustrates the special importance attached to this process. National detailed objectives, derived from the Bologna objectives, have been defined and operationalised, and responsibilities and

schedules for their implementation have been laid down. Regular monitoring of the status of implementation makes deviations from the objectives visible. The latest report was published in 2005 and covers the years 2000-2004; the next one will be published in spring 2007.

Action has been taken to develop a unified national approach to **quality assurance** in higher education. The Austrian Agency for Quality Assurance (*Österreichische Qualitätssicherungsagentur*, AQA) was founded in late 2003 and became effective in the spring of 2004. The AQA is a joint initiative of the Austrian Rectors' Conference, the Austrian Association of Universities of Applied Sciences (FHK), the Association of Private Universities, the Austrian Students Union (ÖH) and the Federal Ministry for Education, Science and Culture. The AQA is an autonomous service agency set up to assist all higher education institutions, i.e. the universities, the universities of applied sciences and the universities of education (based on the above-mentioned Teacher Education Act 2005), in creating their quality management systems. The Agency's responsibilities include the development of standards and procedures for quality assurance

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in higher education, the coordination of evaluation procedures for study programmes and institutions, counselling and supporting higher education institutions in the development and implementation of internal quality assurance processes, as well as the certification of quality management processes. In accordance with international standards for quality assurance and evaluation agencies, the AQA publishes a summary of the results of evaluations with the agreement of the higher education institutions concerned. The scientific council (*Wissenschaftlicher Beirat*) of the AQA includes a majority of foreign experts.

The Austrian Students Union (ÖH) is a member organisation of the AQA, and is represented on its management board and in its general assembly.

The independent *Fachhochschulrat* (FH-Council, FHR) is the accrediting body of the *Fachhochschule* sector (universities of applied sciences). Its duties are regulated by the FH Studies Act and comprise accreditation, advice to the ministry, the promotion of the quality of teaching and learning, innovation and further education, as well as the monitoring of the FH sector. A summary based on the evaluation report is published on the website of the FHR

with the agreement of the institution. The findings – and especially the implementation of the recommendations resulting from the follow-up – contribute to the re-accreditation decisions of the FHR. According to the 2004 Evaluation Decree of the FHR, at least one member of a review team in universities of applied sciences must come from a similar higher education institution abroad.

The independent *Akkreditierungsrat* (Accreditation Council, AR) is the accrediting body for the private university sector. Its main activity is the accreditation of new higher education institutions or of study programmes at already accredited private universities. In addition, it monitors the private university sector and the maintenance of general standards. The findings of site visits by external experts are used for accreditation and re-accreditation decisions by the AR, the majority of whose members are international experts. The results are not made public.

The 1999 University Accreditation Act regulates the accreditation procedures for private universities (accounting for around 1 % of students in higher education) and establishes the responsibilities and decision-making powers of the AR. Under the

regulations of the act, private universities have to submit an annual development report, as well as documentation and the results of evaluation procedures in the areas of teaching and research carried out by the university. Accreditation, which lasts for five years, is based on a site visit by an expert panel. The AR decision must be approved by the responsible federal minister.

The evaluation procedures which are applied in a similar manner by all the accreditation and evaluation bodies are based on three general stages: self-evaluation/documentation, external evaluation, including peer review, and a follow-up.

The Universities Act 2002 (Art. 14) lays down the obligation on the part of universities to establish an **internal quality** management system. Several elements are further specified: continuous internal evaluation, evaluation of the activities and performance of university teaching staff, and external evaluation initiated by the university council, the rector or the Federal Ministry for Education, Science and Culture. Performance agreements (*Leistungsvereinbarungen*) are a key concept in establishing profiles and services and provide a basis for the funding of public universities

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(comprising around 90 % of students in higher education). University responsibilities and the achievement of stated goals are taken into consideration in the negotiation process. Quality assurance measures are considered in the performance agreements and are conducted in accordance with international standards and generally accepted procedures. Quality assurance measures, such as institutional evaluations, accreditations, certifications and also quality audits are part of the performance agreements. There is, however, no legal obligation to accredit public universities or their study programmes.

The *Fachhochschule* Studies Act of 1993, founding the universities of applied sciences (accounting for around 8% of students in higher education), contains regulations for their internal quality assurance procedures

(e.g. regular evaluation of courses through student surveys). It also prescribes an obligation for accreditation and re-accreditation of study programmes (after a maximum period of five years) by the FHR. The 2004 Evaluation Decree specifies the procedures for the external evaluation of study programmes and institutions with a view to their re-accreditation. The decision to re-accredit is generally taken on the basis of external evaluation, which is coordinated by an independent quality assurance agency. The external evaluation process follows three main stages: self-evaluation and a report; a site visit by an expert team of at least three members; and an evaluation report and follow-up.

The AQA is a full member of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) and the Central

and Eastern European Network of Quality Assurance Agencies (CEEN), and is a candidate member of the European Association for Quality Assurance in Higher Education (**ENQA**), having applied for full membership. The FHR and AR are full members of the ENQA and INQAAHE, as well as founder members of the D-A-CH Network (a regional network of accreditation agencies in Germany, Austria and Switzerland). They are also members of the European Consortium for Accreditation in Higher Education (ECA) and the CEEN. The FHR is a member of the Joint Quality Initiative.

The AQA will undergo a peer review procedure coordinated by the ENQA in 2007.

The *Fachhochschule* Council and the Austrian Accreditation Council will undergo an external peer review procedure in accordance with national ENQA review guidelines in 2007.

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Legislation and/or official references

Date	Term in English	Term in national language	Date	Term in English	Term in national language
1993	<i>Fachhochschule</i> Studies Act	Fachhochschul- Studiengesetz	2004	University Studies Evidence Decree 2004	Universitäts-Studienevidenzverordnung 2004
1999	University Accreditation Act	Universitäts- Akkreditierungsgesetz	2003	Austrian Agency for Quality Assurance – Statutes	Österreichische Qualitätssicherungsagentur- Vereinsstatuten der AQA
1999	Academies Studies Act (<i>expiring</i>)	Akademien- Studiengesetz	2004	Evaluation Decree of the FH Council	Evaluierungsverordnung des FHR
2002	Universities Act 2002	Universitätsgesetz 2002	2005	Teacher Education Act 2005	Hochschulgesetz 2005

Websites

Detailed information and statistics on the implementation level are available in the national Bologna monitoring report 2005:
<http://www.bmbwk.gv.at/europa/bp/teilziel.xml>

National Bologna website providing information on the developments in Austria and information on the developments and events at European level:
<http://www.bologna.at>

BOSNIA AND HERZEGOVINA

Following the 2003 Berlin Conference, the drafting of the Framework Law on Higher Education was initiated under the auspices of the Ministry of Civil Affairs. The first draft was completed on 18 December 2003 and was submitted for parliamentary procedure, but finally was not adopted. The most recent draft was completed on 1 June 2006 and has been submitted for parliamentary procedure. The European Partnership with Bosnia and Herzegovina (BiH) called for the adoption of this law by June 2006, however, the law still has to be put on the agenda of the Parliamentary Assembly. The Draft Law on Higher Education in Bosnia and Herzegovina incorporates the main principles of higher education that have been or are being established in the European Higher Education Area. In the meantime, several cantons and the Republika Srpska have adopted their own laws on higher education; these laws permit reforms in compliance with the Bologna Process principles. Furthermore, in February 2005, the Bosnia and Herzegovina Rectors' Conference decided that all public universities in Bosnia and Herzegovina should introduce new structures and study programmes according to the Bologna Process principles, and invited all relevant ministries to

adopt new legislation in higher education in line with Bologna principles.

According to current laws and regulations dating from 1999, higher education institutions are financed either by entity ministries of the Republika Srpska (RS) or by cantonal ministries of the Federation of Bosnia and Herzegovina (FBiH). All activities related to higher education are based on entity (RS) or cantonal (FBiH) legislation on higher education. The role of the state-level Ministry of Civil Affairs is to coordinate activities between the respective ministries.

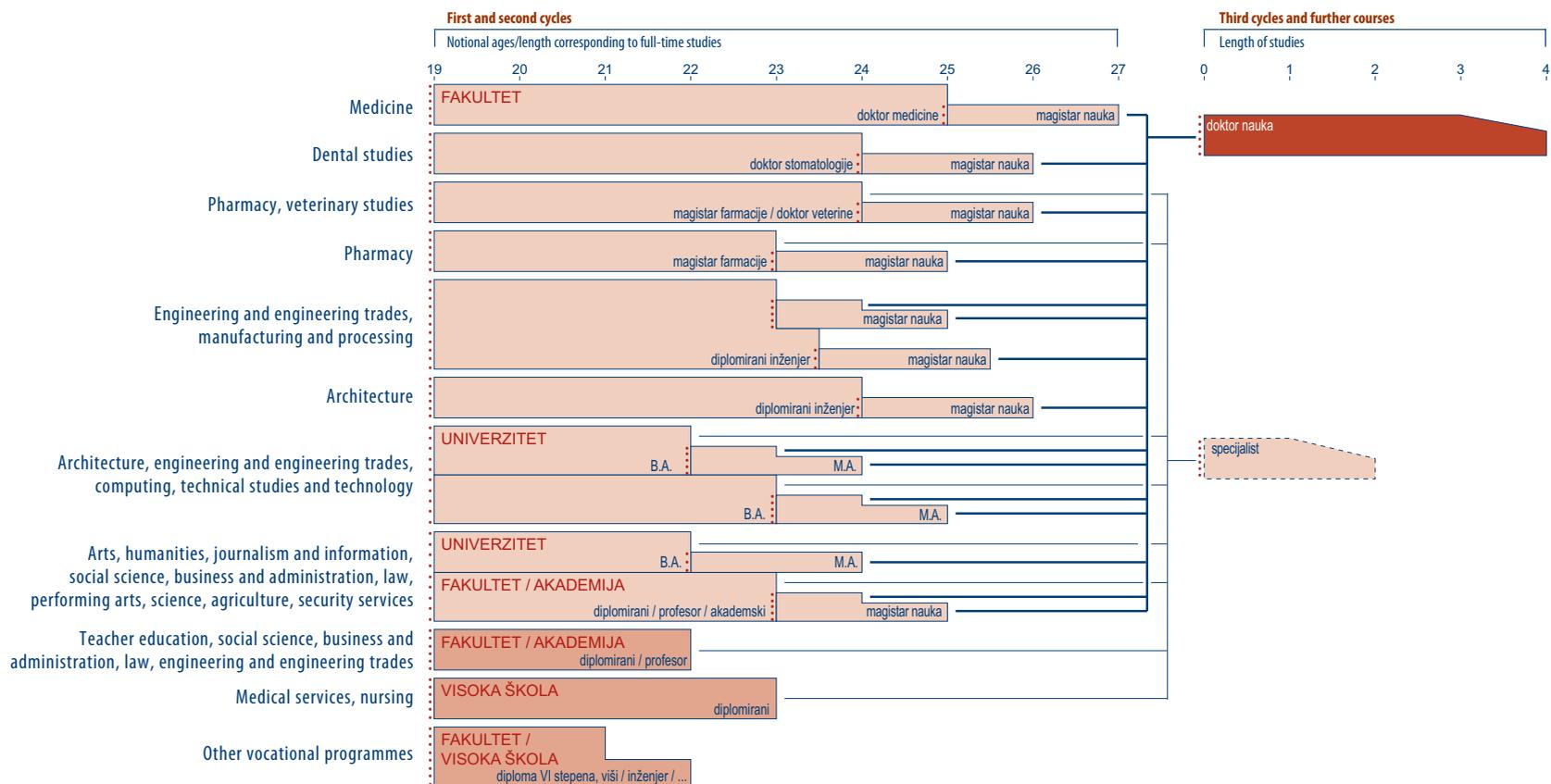
For the past 30 years, a **three-cycle structure** has existed for most fields of study in all countries of former Yugoslavia, including Bosnia and Herzegovina. After the first cycle (three to four years), the graduating students achieve the *diplomirani*, which permits them access to one- to two-year studies for the *magistar nauka* degree. This last degree gives access to the doctoral programme (three or four years), leading to the *doktor nauka* degree. Not all faculties and departments have second-cycle (post-graduate) studies; expansion of second-cycle programmes is anticipated during the next two years. Certain fields of study are still organised as 'long

studies' (five or six years), namely, medicine, dentistry, pharmacy and veterinary studies.

Six public universities introduced the three-cycle system based on the Bologna Process principles in certain faculties in the 2005/06 academic year. The three-cycle system was introduced at one institution, the University of Tuzla, in 2003.

The two-cycle system applies to some ISCED level 5B programmes. It is possible for students in ISCED level 5B programmes to transfer to ISCED level 5A programmes.

Although the three-cycle structure has been introduced, the old structure (4+2+doctorate) still exists for students who enrolled before the legislative reforms in several cantons and in the Republika Srpska. According to the anticipated Law on Higher Education in Bosnia and Herzegovina, third-cycle studies based on Bologna Process principles have to be introduced immediately after the law is adopted and replace the current doctoral degree programmes. As of this report, the third cycle (**doctoral studies**) has still not been revised pursuant to the Bologna rules. The preparation of a doctorate entails only independent research for the purpose



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure/limitation of places at institutional level
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places at national/regional level

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of a doctoral thesis. Doctoral candidates are considered to have acquired adequate experience during the preparation of the master's thesis or comparable work for the *magistar nauka* (either of which is compulsory in order to proceed with a doctoral thesis), and are expected to make an individual contribution to knowledge in a given area through independent research. So far there is only one organised interdisciplinary doctoral study programme at one university. Other universities have also started to design doctoral programmes, which will go into effect after the first generation of students complete the new second-cycle master's programmes.

The establishment of **ECTS** is under way at the universities and is referred to in Articles 5 and 59 of the Draft Law on Higher Education as well as other laws on higher education in the Republika Srpska and cantons in the Federation of BiH. Moreover, the acceptance of this system is anticipated in the quality assurance documents of all universities and in their new statutes. All universities have already introduced ECTS into their statutes or relevant documents for their new (i.e. 2005/06) graduate programmes (60 credits per academic year based on the total workload

per student). The system has not yet been introduced in some faculties. Currently, ECTS exists in parallel to another credit system, since previous generations of students are allowed to finish their studies in accordance with study programmes that were in effect when they enrolled. The two systems are not compatible, and the old credit system will be fully replaced by ECTS in the next three to four years. So far, ECTS is used only for accumulation and not transfer. The introduction of ECTS at universities in FBiH was at the same time an occasion for the reformation of the curricula, to implement new, more modern content and to harmonise the curricula structure with the Bologna Process (one-semester subjects). The establishment of the credit system at the majority of Bosnian-Herzegovinian universities also has an accumulation component, allowing students to select subjects and accumulate credits. The transfer component has not yet been fully implemented and the mobility of students is at a low level, partially due to the visa laws and limited financial resources.

The obligation to introduce the **Diploma Supplement** (DS) is also included in the Draft Law on Higher Education as well as other laws on higher education in the Republika Srpska

and cantons in the FBiH, and most universities and many faculties have prepared drafts of this document. The first diploma supplements were issued in the 2005/06 academic year (only by universities and faculties that began implementing new programmes three years ago). They are issued free of charge and on request, in English and the local language.

Incentives and control measures do not exist for the three-cycle system, ECTS or the DS.

The legal provisions governing HEIs in BiH allow for **joint degrees** and the organisation of joint study programmes at HEIs. There are no legal obstacles preventing the implementation of joint study programmes with foreign-partner HEIs. Most joint programmes currently take place at the post-graduate level for master's study programmes.

Since committing to the terms of the Bergen Communiqué, a working group for the development of the **National Qualifications Framework** for BiH was formed. The group involves participants from the Ministry of Civil Affairs, entity ministries of education, members of all public universities in BiH, as well as students and international experts. The working group is to provide a proposed

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qualifications framework by April 2007, which will be presented to the steering board of the project for approval.

There are currently official regulations regarding internal quality assurance at some HEIs. The overall **quality assurance** process at state level is described in Articles 47-53 of the Draft Law on Higher Education. These articles focus in particular on the establishment of the Agency for the Development of Higher Education and for Quality Assurance. The agency will be a state-level institution with responsibilities including, *inter alia*, conditions and criteria for establishing quality assurance in higher education. It will approve common licensing norms for HEIs and establish clear, transparent and accessible criteria for governing procedures for accreditation, quality audit and quality assessment of HEIs. It will also appoint committees of experts, including international experts, and conduct procedures for accreditation, quality audit and quality assessment of HEIs.

The Draft Law on Higher Education specifies the composition of the governing boards of the Quality Assurance Agency. The agency should be established when the Draft Law on Higher Education is adopted.

Article 44 of the Draft Law on Higher Education provides a legal basis for the establishment of the Centre for Information and Recognition (CIR), which is, in essence, the BiH ENIC/NARIC. Its operations and activities are described in Articles 45-46 of the Draft Law on Higher Education. The Unit for Collecting and Providing ENIC-NARIC Information was established within the education sector of the Ministry of Civil Affairs of Bosnia and Herzegovina in June 2005. The unit should take over the full responsibilities of ENIC once the law is adopted.

Once established, the Quality Assurance Agency and the CIR will be financed from the state budget.

Currently, there are several projects in the area of higher education funded by the Council of Europe, the European Commission and the Austrian Development Agency, which aim to assist domestic institutions in introducing state-level functions for the recognition of academic qualifications (ENIC/NARIC) and for assessment, evaluation, accreditation and certification in higher education (as a basis for the future BiH CIR and Quality Assurance Agency).

All eight universities in Bosnia and Herzegovina have conducted internal evaluations under the European University Association (EUA) supervision. The external evaluation of seven of the universities (i.e. all except the one established in 2004) was carried out by the EUA in 2004.

Representatives of the students' union were included in the process of internal evaluation.

There is no participation within the European Association for Quality Assurance in Higher Education (**ENQA**) because an accreditation agency does not yet exist.

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Legislative and/or official references

Date	Term in English	Term in national language
1998, amended in 2004 and 18 May 2006	Law on University of Bihać	Zakon o Univerzitetu u Bihaću
19 July 1999, amended in 2004 and 31 May 2005	Higher Education Law of Tuzla Canton	Zakon o visokom obrazovanju Tuzlanskog Kantona
22 September 1999, amended on 7 June 2004 and 30 June 2005	Law on University of Tuzla	Zakon o univerzitetu u Tuzli
4 October 1999, amended in 2000, 2002, 2003, 2004, 2005 and 25 May 2006	Higher Education Law of Sarajevo Canton	Zakon o visokom obrazovanju Kantona Sarajevo
14 September 2000	Higher Education Law of Posavina Canton	Zakon o visokom obrazovanju Županije Posavske
30 April 2004	Higher Education Law of Western-Herzegovina Canton	Zakon o visokom školstvu Zapadnohercegovačke županije
31 March 2005	Higher Education Law of Zenica-Doboj Canton	Zakon o visokom obrazovanju Zeničko-Dobojskog Kantona
28 April 2006	Law on University of Zenica	Zakon o univerzitetu u Zenici
15 June 2006 (not yet adopted)	Law on Higher Education in Bosnia and Herzegovina	Zakon o visokom obrazovanju u Bosni i Hercegovini
18 July 2006	Higher Education Law of Bosnian-Podrinje canton Gorazde	Zakon o visokom obrazovanju u Bosansko-podrinjskom kantonu Goražde
19 July 2006	Higher Education Law of Republika Srpska	Zakon o visokom obrazovanju u Republici Srpskoj
31 July 2006	Higher Education Law of Canton 10	Zakon o visokom obrazovanju Kantona 10

BELGIUM – German-speaking Community

Higher education is regulated by legislation based on the 21 February 2005 special decree and the 27 June 2005 decree, both concerned with the creation of an autonomous higher education establishment (*Autonome Hochschule*). They are closely linked to the Bologna Process in that they set objectives related to the degree structure, ECTS and the Diploma Supplement.

Given the small size and population of the Community, the provision of higher education is still developing. The great majority of young people who study at this level therefore do so in the French Community of Belgium or in Germany.

The degree structure based on **three main cycles** does not exist. Studies in the first cycle at ISCED level 5B are offered by a higher education establishment, the *Autonome Hochschule*, created in 2005 following the union of three small establishments. The present higher education structure is composed of two departments offering short three-year programmes in health sciences and nursing ('nursing' section) and in educational sciences ('teaching' section), which provide access to the employment market for future

nurses and for teachers at pre-primary and primary level.

After each year of study, students in these programmes can reorient their studies towards other first-cycle programmes (usually at ISCED level 5B, but sometimes at ISCED level 5A) in the French and Flemish Communities of Belgium, or even in Germany. Diplomas obtained from programmes offered in the German-speaking Community can also provide access to second-cycle university studies (teaching degrees for pre-primary and primary level therefore provide access to Master's programmes in performing arts or educational sciences, and nursing degrees provide access to Master's programmes in occupational sciences, public health sciences, family sciences and sexology, and economic and social policy).

Access to these second cycles requires the successful completion of a preparatory year of studies or 60 ECTS credits (from ISCED level 5A). In Belgium, the provision of automatic bridging courses is specified and regulated by recent governmental orders in the French and Flemish Communities. In addition to these bridging courses, there are sometimes other possibilities for admission to university

programmes, determined by an admissions jury based on each individual case. Past studies or parts of studies converted into ECTS credits are therefore considered, or the student enrolls in the second year of a modified Bachelor's programme.

In accordance with the above-mentioned decrees, the first Bachelor's degrees (ISCED 5B) will be awarded at the end of 2007/08 to students who began their studies in 2005/06 under the new legislation.

ECTS was introduced by the 27 June 2005 decree and only applies to students who began their studies in 2005/06. It is used for transfer and accumulation and is mandatory for all course modules in all programmes offered by the *Autonome Hochschule*.

The **Diploma Supplement** (DS) was also introduced by the 27 June 2005 decree and will be implemented for the first time at the end of 2007/08, when students who began their studies in 2005/06 under the new legislation are awarded their Bachelor's degrees. The DS will be issued in German, English and French, automatically and free of charge in all languages concerned and for all programmes.

BELGIUM – German-speaking Community

Given that the Bachelor's degree and the use of ECTS are regulated and are being implemented in the only existing higher education establishment, the public authorities do not feel that it is necessary to introduce any particular **incentives**. The Government Commissioner, who is on the Administrative Board of the *Autonome Hochschule* in a

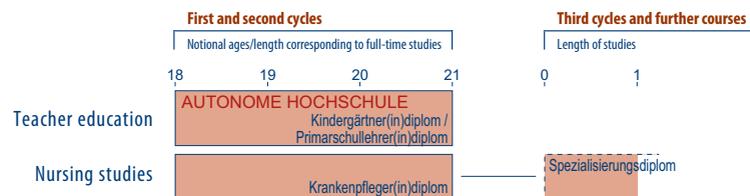
consultative capacity, ensures that the higher education establishment complies with the legal requirement to express the volume of the workload for each year of studies and each section of the curriculum in ECTS credits.

The possibility of creating an **independent quality assurance agency** for higher education **has not been considered**, due to

the fact that this level of education is offered on a small scale. Discussions are under way to establish partnerships with experts in the other Belgian Communities and in neighbouring countries. The German-speaking Community is not a member of the European Association for Quality Assurance in Higher Education (ENQA).

Legislative and/or official references

Date	Term in English	Term in national language
30 June 2003	Decree on urgent measures in education (creating a specialisation in the field of nursing studies in particular)	Dekret über dringende Maßnahmen im Unterrichtswesen (u.a. bezüglich der Schaffung einer Spezialisierung im Bereich der Krankenpflege)
21 February 2005	Special decree concerned with the creation of an autonomous higher education establishment (published in the <i>Moniteur belge</i> on 3 June 2005; http://www.juridat.be/cgi_loi/loi_rech.pl?language=fr)	Sonderdekret zur Schaffung einer autonomen Hochschule
27 June 2005	Decree concerned with the creation of an autonomous higher education establishment (published in the <i>Moniteur belge</i> on 1 July 2005; http://www.juridat.be/cgi_loi/loi_rech.pl?language=fr)	Dekret zur Schaffung einer autonomen Hochschule



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure/limitation of places at institutional level
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places at national/regional level

The *Autonome Hochschule* will award the Bachelor's Degree beginning in 2007/08.

BELGIUM – French Community

The Bologna reform is above all apparent in the adoption of the 31 March 2004 decree. The decree governs the structure of university and non-university higher education, as well as that of some higher social advancement courses (*enseignement de promotion sociale*). It concerns all aspects of the Bologna process, all programmes and all fields of study.

The degree **structure based on three main cycles**, which has been introduced gradually since 2004/05 by the Bologna reform, will be fully implemented by the 2007/08 academic year at the latest. It is based on a first cycle lasting three years (180 ECTS credits) resulting in a Bachelor's degree (*Bachelier*) followed by a second cycle lasting a minimum of one to two years (60 to 120 ECTS credits) and resulting in a Master's degree or graduate studies in medicine (minimum four years or 240 ECTS credits) or veterinary medicine (three years or 180 ECTS credits). The third cycle then lasts at least three years (180 ECTS credits) and results in a doctorate degree.

Two systems will coexist (studies from the 'pre-Bologna' structure still exist alongside the three-cycle structure, and concern all areas of study for students who began their studies

before 2004/05) during a transitional period until 2009.

The **third cycle** (doctoral research and training) exists only at universities. Entry to third-cycle programmes is possible after obtaining a Master's qualification following two years of study (120 ECTS credits) and after a *licence* in the old structure. These programmes consist of doctoral courses (optional) lasting one year (60 ECTS credits) which lead to a research training certificate, and offer graduates a high-level academic and professional qualification. The programmes also consist of individual research for a doctoral thesis (at least three years or 180 ECTS credits), which, if successfully defended, leads to the qualification of doctor. Training is provided in doctoral schools (*écoles doctorales*) (French Community governmental order, 4 March 2005) belonging to one or several university associations (*académies universitaires*).

Doctoral students can have different statuses. Certain doctoral students receive a grant with social benefits and tax exemption, and others are employed by the institution where the doctoral programme is offered.

The transition from ISCED level 5B to ISCED level 5A is possible in the three-cycle structure.

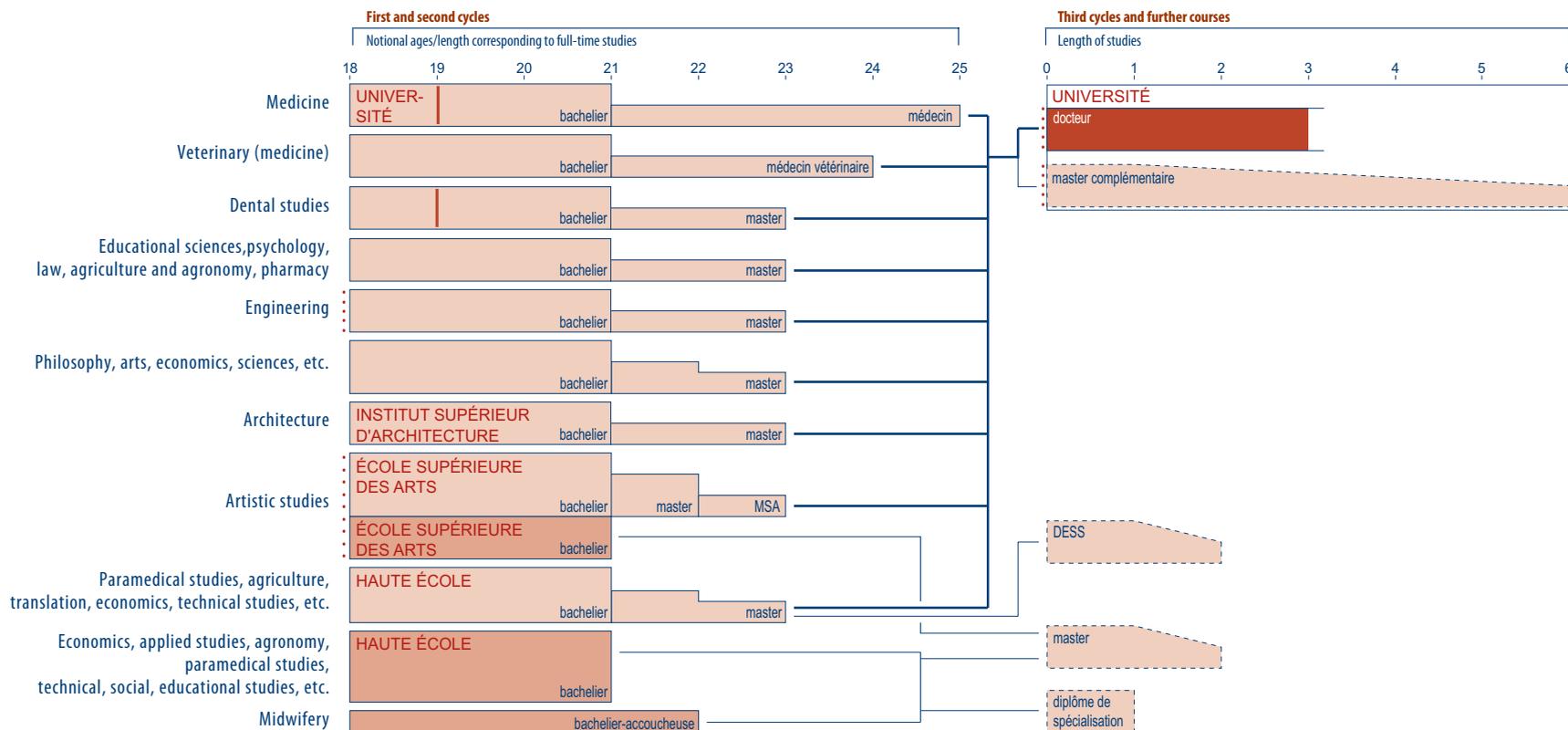
ISCED level 5B programmes, or short courses, are offered as a single cycle and lead to a Bachelor's degree awarded after a minimum of three years of study (180 ECTS credits). This type of degree provides access to the long, ISCED level 5A courses (Bachelor's or Master's) in a *Haute École* or university via bridging classes (specified and regulated by the 30 June 2006 orders).

This involves the successful completion of one year of preparatory studies or complementary courses.

Along with the bridging classes, there may be exemptions (left to the judgement of the academic authorities) from certain parts of the programme when transferring to ISCED level 5A programmes.

The French Community of Belgium has not yet adopted a **National Qualifications Framework**, but a working group was set up following a 27 March 2006 decision.

Legislation (above-mentioned 31 March 2004 decree) provides for the existence of **joint and/or double degrees** which can be



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure/limitation of places at institutional level
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places at national/regional level

| DESS Diplôme d'Études Supérieures Spécialisées | MSA Master spécialisé artistique

Only the new system introduced in 2004/05 is shown in the diagram. Higher education is currently in a transitional phase; two systems will coexist until 2009.

In accordance with the requirements set out by the Belgian federal government to establish a *numerus clausus* for access to the professions of physician and dentist, a selection process has been introduced at the close of the first year of studies to determine who should continue with the programmes in medicine and dentistry.

Graduates (*bacheliers*) of the ISCED level 5B first cycle programmes can access Master's programmes, provided they successfully complete a year of preparatory studies or via an additional, supplementary study programme.

BELGIUM – French Community

organised and awarded by two or more higher education institutions at national and international level. Two additional decrees adopted in June 2006 are aimed at facilitating cooperation agreements between Belgian higher education institutions and between Belgian and foreign institutions, as well as the award of joint or double degrees. Another objective is to guarantee the quality of student mobility within the framework of this cooperation.

Currently, the ECTS system is almost fully implemented. This system was introduced gradually in 1998/99 within the framework of student exchange programmes. In 2001/02, certain university programmes were already using the ECTS system. It has been compulsory since 2005. All programmes (including doctorates) must be offered in ECTS credits for both transfer and accumulation. The institutions which have not yet introduced it are aiming to do so for the current academic year.

Since 2004/05, the **Diploma Supplement** (DS) has been used in all types of higher education establishment. Universities already began issuing the DS in 2002 on a voluntary basis, and certain *Hautes Écoles* followed suit

in 2003/04. It is issued in French automatically and free of charge to all students. Institutions may also issue it in English free of charge to students on request.

Incentives exist in order to favour the widespread implementation of the three-cycle structure, ECTS and the DS. As regards the three-cycle structure, the French Community has provided grants to new academies, as well as favouring the implementation of a structure for exchanges between universities and *Hautes Écoles* and the use of 'Bologna promoters'. Specific working groups as well as joint reflection among universities and other higher education institutions further this same objective in view of the widespread implementation of ECTS. A modification of texts related to the DS is planned by the administration in order to standardise current texts, meet European requirements (DS with a European label) and do away with all legibility problems. There have not been any specific **financial incentives** for the implementation of ECTS and the DS.

The implementation of the three-cycle structure, ECTS and the DS is not subject to special **control measures** on behalf of the French Community. However, the different

consultative bodies for higher education express their opinions regularly on the above-mentioned issues, and organise meetings between institutions in order to promote collaboration in these areas. The French Community highly recommends the use of ECTS in the very near future.

Following the 14 November 2002 decree, the **Agency for Higher Education Quality Evaluation** (*Agence pour l'évaluation de la qualité de l'enseignement supérieur organisé ou subventionné par la Communauté française*) was created. This independent agency has been operating officially since January 2004, and evaluates higher education organised by or receiving aid from the French Community.

Apart from representing the French Community vis-à-vis national and international bodies in the area of higher education quality evaluation, the Agency facilitates cooperation among all parties in higher education as a means of encouraging practices to improve quality at each institution. It is also responsible for ensuring the evaluation of higher education by drawing attention to good practices, as well as to inadequacies and problems that must be overcome. It must also ensure that evaluation

BELGIUM – French Community

procedures defined in the 2002 decree are followed. The courses to be evaluated are determined by the Agency based on a multi-annual plan updated annually. It must submit proposals to policymakers for improving the overall quality of higher education. Students participate in the activities of the Agency, with three representatives chosen from double lists put forward by student bodies. These students have voting rights. The Agency selects experts for purposes of **external evaluation**. The committee of experts consists mainly of a representative from the professional world and academics from the discipline undergoing evaluation. There is a preference for foreign specialists who are not involved in any way with the institutions being evaluated. Students are interviewed by the experts during the visits.

The expert committee drafts a confidential report on each institution visited, which is communicated solely to its management and the president of the Agency. On completing an evaluation, the committee drafts a 'horizontal' report which includes general comments and information regarding all institutions, without naming them. It is forwarded to the management of all the institutions concerned

and to the members of the Agency. The latter comment on the report, which is then passed on to the minister responsible for higher education for submission to the government.

The November 2002 decree states that higher education institutions must set up their own **internal evaluation** committee. In addition, each institution must nominate a resource person to act as an intermediary between the Agency and the institution itself, in order to pass on information and encourage the participation of institutions.

Strictly speaking, there is no **accreditation** system for higher education institutions in the French Community. However, it is reasonable to think in terms of an 'ex ante' accreditation system, as only institutions that satisfy criteria established by the regulations may be recognised and subsidised by the French Community. Recognised institutions may provide courses only in subjects for which authorisation has been granted under the regulations. They alone may award qualifications which are recognised academically or in law (in the case of those giving access to regulated professions in particular). Universities may have their authorisation to offer certain *master*

complémentaire programmes (specialised programmes open to holders of a first Master's qualification) temporarily withdrawn if the number of students enrolled is not sufficient. Given their autonomy, higher education institutions are free to seek the accreditation of professional or sectoral bodies, but this has no legal implications (for example with regard to funding). There is no accreditation procedure for totally private institutions.

The Agency has been a candidate member of the European Association for Quality Assurance in Higher Education (**ENQA**) since May 2006.

The missions (defined in the decree establishing the Agency) and the processes used (methodological notes) by the Agency are available at www.aeqes.be. The Agency is not yet subject to external evaluation.

BELGIUM – French Community

Legislative and/or official references

Date	Term in English	Term in national language
7 July 1970	Law related to the general structure of higher education	Loi relative à la structure générale de l'enseignement supérieur
5 August 1995	Decree establishing the general organisation of higher education in <i>Hautes Écoles</i>	Décret fixant l'organisation générale de l'enseignement supérieur en Hautes Écoles
14 November 2002	Decree establishing the Agency for Higher Education Quality Evaluation, for higher education organised by or receiving aid from the French Community	Décret créant l'Agence pour l'évaluation de la qualité de l'enseignement supérieur organisé ou subventionné par la Communauté française
18 June 2003	French Community governmental order specifying the forms and grades of diplomas and supplements issued by art colleges (<i>Écoles supérieures des Arts</i>)	Arrêté du Gouvernement de la Communauté française déterminant les formes et les mentions des diplômes et des suppléments délivrés par les Écoles supérieures des Arts
3 July 2003	French Community governmental order specifying the models of diplomas and supplements issued by <i>Hautes Écoles</i> and French Community higher education juries	Arrêté du Gouvernement de la Communauté française déterminant les modèles des diplômes et des suppléments aux diplômes délivrés par les Hautes Écoles et les jurys d'enseignement supérieur de la Communauté française
31 March 2004	Decree defining higher education, favouring its integration within European higher education and refunding universities	Décret définissant l'enseignement supérieur, favorisant son intégration dans l'espace européen de l'enseignement supérieur et finançant les universités
2 June 2004	French Community governmental order specifying the forms and grades of diplomas and supplements issued by architecture institutes (<i>Instituts supérieurs d'Architecture</i>) and the French Community higher education jury	Arrêté du Gouvernement de la Communauté française déterminant la forme et les mentions des diplômes et des suppléments aux diplômes délivrés par les Instituts supérieurs d'Architecture et le jury d'enseignement supérieur de la Communauté française
4 March 2005	French Community governmental order establishing the list of doctoral schools	Arrêté du Gouvernement de la Communauté française fixant la liste des écoles doctorales

BELGIUM – French Community

Date	Term in English	Term in national language
20 July 2005	French Community governmental order specifying the models of diplomas and supplements issued by universities and French Community university education juries	Arrêté du Gouvernement de la Communauté française déterminant les modèles des diplômes et des suppléments aux diplômes délivrés par les institutions universitaires et les jurys d'enseignement universitaire de la Communauté française
2 June 2006	Decree with diverse provisions regarding art studies in higher education	Décret portant diverses mesures en matière d'enseignement supérieur artistique
2 June 2006	Decree establishing the academic degrees offered by <i>Hautes Écoles</i> organised by or receiving aid from the French Community, and establishing minimum timetables	Décret établissant les grades académiques délivrés par les Hautes Écoles organisées ou subventionnées par la Communauté française et fixant les grilles d'horaires minimales
16 June 2006	Decree related to the cooperation agreements between universities for the organisation of studies, laying down various provisions with regard to higher education	Décret relatif aux conventions de coopération pour l'organisation d'études entre institutions universitaires et portant diverses dispositions en matière d'enseignement supérieur
30 June 2006	Decree modernising the operations and funding of <i>Hautes Écoles</i>	Décret modernisant le fonctionnement et le financement des hautes écoles
30 June 2006	French Community governmental order specifying the bridging classes providing access to studies in <i>Hautes Écoles</i>	Arrêté du Gouvernement de la Communauté française fixant les passerelles donnant accès aux études organisées en Hautes Écoles
30 June 2006	French Community governmental order specifying the conditions for access to university studies for students with academic degrees issued at non-university institutions	Arrêté du Gouvernement de la Communauté française fixant les conditions d'accès aux études à l'université pour les porteurs de grades académiques délivrés hors université

BELGIUM – Flemish Community

The most recent arrangements linked to the Bologna Process are specified in the Higher Education Act of 4 April 2003, which reforms the structure of higher education. This act regulates aspects related to the degree structure, ECTS and the Diploma Supplement. Dublin descriptors and ECTS ranges for Bachelor's and Master's degrees and learning objectives for the Ph.D. in relation to the Ph.D. thesis are also legally stipulated in this Act.

The degree structure based on **three main cycles** constitutes the core of the act, which introduced this new structure gradually for all programmes in the 2004/05 academic year. Most old programmes will be phased out between 2006 and 2007. For longer programmes, it may take more time. For medicine for instance, it will take until 2010.

The old system is transformed into a binary system consisting of professionally oriented (ISCED 5B) programmes leading to Bachelor's degrees in university colleges (*Hogescholen*) and two-cycle ISCED 5A Bachelor's and Master's degrees in universities and university colleges (*Hogescholen*). By means of the mechanism of bridging courses (*schakelprogramma*), holders of professionally oriented Bachelor's degrees may have access to Master's

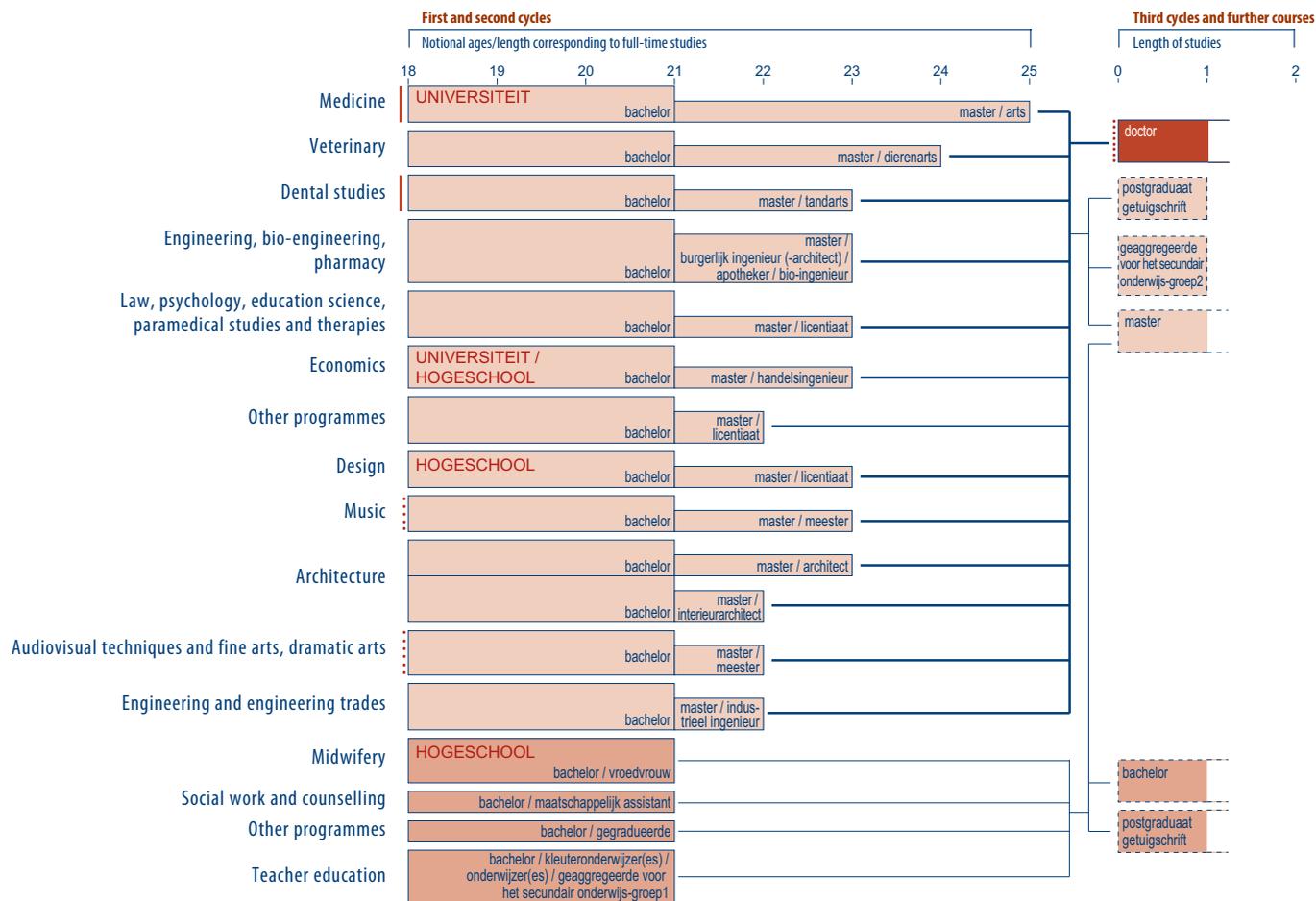
programmes. The bridging course programme will be determined by the university board, and the number of ECTS credits will be between 45 and 90. This volume may drop to 30 if the student has work experience of at least three years and has had an evaluation interview or has individual academic skills and competencies. If the student has other (either national or foreign) formal qualifications, the volume of ECTS credits may drop below 30 or the student may even be exempted from the bridging course.

As the highest level of specialisation in scientific research, **doctorates** are based on an original research project resulting in the public presentation of a doctoral thesis. The Higher Education Act does not specify any minimum or maximum duration for this kind of programme. However, the normal duration is 4 years of full time study and is taken as a basis for the Ph.D. scholarship scheme. This degree is only offered at the six universities and at two theological institutions, which are by virtue of the law registered higher education institutions. Doctoral programmes are open to graduates with a relevant (national or foreign) Master's degree, in some cases after a preliminary aptitude test depending

on the field of study. Taught courses are not compulsory. It is up to the universities to decide whether research training (taught courses) will be part of the aptitude test. Doctoral students may have an employment contract as a teaching assistant at a university. The majority of doctoral students work as researchers (students with a scholarship who focus more on research work than on studies or who are employed) at research institutions.

The Higher Education Act also offered the opportunity to establish associations between universities and *Hogescholen*. An association is an officially registered cooperation between a university and one or more *Hogescholen*. An entire chapter of the Higher Education Act of 4 April 2003 is dedicated to the organisation and awarding of **joint and/or double degrees** in cooperation with foreign universities at Bachelor's, Master's and doctoral level. Flemish higher education institutions are very active in organising Erasmus Mundus Master's programmes.

A **qualifications framework** and level descriptors have been defined for higher education in the legislation. A general Flemish National framework for lifelong learning (on the basis of EQF) is however still in preparation.



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure/limitation of places at institutional level
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places at national/regional level

BELGIUM – Flemish Community

Higher education will be incorporated in it but this will be a mere confirmation of the legislation already in force. Following the decision in 2005 to create a Flemish Qualifications Framework and the consultation procedure in 2005/06, its adoption has been planned for 2007.

A credit system based entirely on **ECTS**, used both in terms of transfer and accumulation, has been applied on a mandatory basis to all university programmes since 1991, and to non-university higher education programmes since 1994. The new Higher Education Act endorses the compatibility of the existing credit system with ECTS.

A compulsory (Flemish) **Diploma Supplement** (DS) has been awarded automatically to all students at university level since 1991 and at non-university level since 1994, regardless of the programme. The new Higher Education Act endorses the concept of a DS, and the Flemish one is fully adapted to the international one. The DS is free of charge and is issued automatically in Dutch, and on students' request, in English. However, most higher education institutions issue it automatically in both languages. For programmes taught in a language other than

Dutch, the DS is issued automatically in that language and in Dutch.

The three-cycle structure, ECTS and the DS are already fully implemented, so **incentives** for implementation no longer exist.

In terms of **control**, programmes that are not in full compliance with the Higher Education Act of 2003 are not accredited by the independent Dutch-Flemish Accreditation Body (*Nederlands-Vlaams Accreditatie Organisatie*, or NVAO), which was set up on 3 September 2003.

As regards **quality assurance**, **internal quality** control falls within the scope of the individual higher education institutions, due to their autonomy. The self-assessment report is used in the first stage of external evaluation. This quality control is the starting point for all evaluations.

Compulsory **external quality** control, based on the self-assessment report and a site visit by a panel of peers, representatives of the professional world and (international) experts, results in a public report on each programme.

Accreditation is the final step.

The concept of accreditation has been incorporated into the Higher Education Act.

Together with the stakeholders, the accreditation agency (NVAO) has worked out a frame of reference, which is used to evaluate and accredit Bachelor's and Master's programmes.

Student representatives are members of the NVAO advisory board, but do not take part in the governing board. The NVAO governing board is, however, obliged to consult student organisations, which are represented on the NVAO advisory board.

As accreditation is organised in close cooperation with the Netherlands, the NVAO (full member of the European Association for Quality Assurance in Higher Education, **ENQA**) guarantees the quality of higher education in the Netherlands and Flanders by means of accrediting Bachelor's and Master's programmes. This international accreditation cooperation initiated the Joint Quality Initiative and played an important role in the establishment of the European Consortium for Accreditation (ECA). The aim is to arrive at mutual recognition of one another's accreditations before the end of 2007.

NVAO is subject to peer review through ECA membership and activities.

BELGIUM – Flemish Community

The cooperation between ECA members and ENIC/NARIC recognition centres in the countries concerned resulted in the 8 December 2005 Joint Declaration, the *Vienna Sententia*. The aim of the partnership

is to achieve automatic recognition by ENIC/NARIC centres of the qualifications of higher education institutions and/or programmes, accredited by ECA members, at the proper level in the overarching framework.

Since 2000, the Flemish Community of Belgium has been a full member of ENQA through the VLIR (Flemish Inter-University Council) and the VLHORA (Flemish Council of University Colleges), and through the NVAO since 2003.

Legislative and/or official references

Date	Term in English	Term in national language
4 April 2003	Higher Education Act restructuring higher education in Flanders	Decreet betreffende de herstructurering van het hoger onderwijs in Vlaanderen
3 September 2003	Treaty between the Kingdom of the Netherlands and the Flemish Community of Belgium concerning the accreditation of higher education programmes in The Netherlands and in the Flemish Community of Belgium	Verdrag tussen het Koninkrijk der Nederlanden en de Vlaamse Gemeenschap van België inzake de accreditatie van opleidingen binnen het Nederlandse en Vlaamse hoger onderwijs
21 April 2004	Higher Education Act on the flexible organisation of education	Decreet betreffende de flexibilisering van het hoger onderwijs in Vlaanderen
8 December 2005	Vienna Sententia, the joint declaration of ECA members and ENIC/NARIC centres concerning the automatic recognition of qualifications	Vienna Sententia

BULGARIA

In June 2005, the Parliament adopted the last amendments to the 1995 Higher Education Act.

The degree structure based on **three main cycles** was first introduced under the 1995 Higher Education Act. According to this act, all higher education institutions (HEI) were obliged to establish the three-cycle structure, which is now fully implemented. It applies to all types of institution and almost all fields of study. The long studies in medicine, dentistry, pharmacy, architecture and law last 5 years and end with the award of a Master's degree.

The Bachelor's/Master's course structure does not apply to the short-cycle (3-year) ISCED level 5B programmes, whose graduates receive a specialist qualification degree (*специалист*). This is a separate but equally recognised vocationally oriented higher education degree.

The Higher Education Act stipulates that graduates from specialist short-cycle ISCED 5B programmes can continue their education in an ISCED 5A Bachelor's programme in order to obtain a higher degree, complying with the terms and conditions governed by the national state requirements or by the rules of the higher education institution concerned.

After the adoption of the Bologna Declaration in 1999, the higher education structure was reshaped, and holders of a Bachelor's degree were given the right to apply for doctoral studies. The legislation was once more amended according to the Berlin Conference in 2003. Thus, only a Master's degree gives access to doctoral studies.

Since before the Bologna Process, **doctoral studies** have lasted a minimum of three years (full-time) or four years (part-time). HEIs may offer provision for the third-cycle degree in certain listed fields of specialisation for which the institution has been accredited.

Doctoral students are trained according to individual curricula (including training and research activities) and have to prepare and defend a dissertation. Training is carried out under the guidance of a scientific supervisor appointed by the Faculty Council of the HEI concerned. Taught theoretical courses are included in all doctoral programmes in addition to individual research. The exact proportion in terms of the amount of time allocated to research training and individual research depends on the HEI (each with a high degree of autonomy), its profile and the

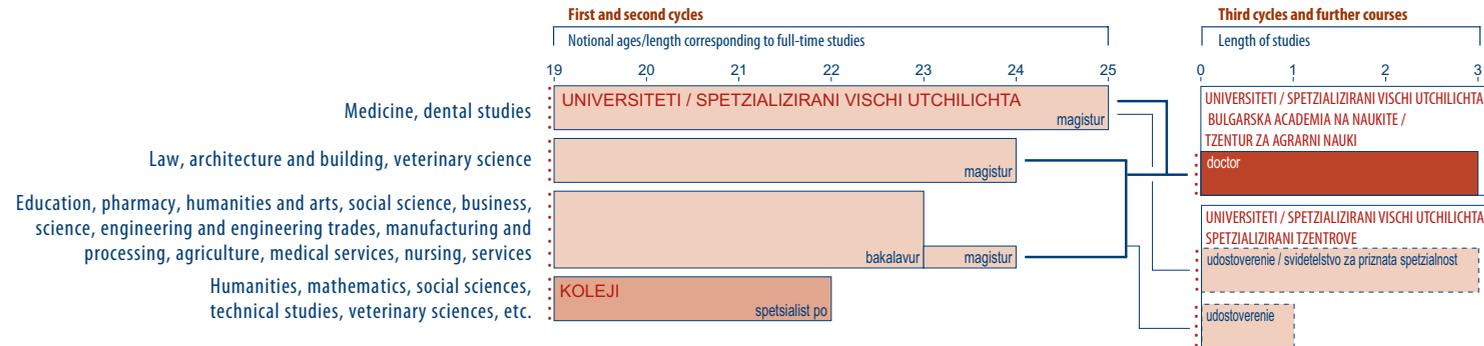
nature of the intended dissertation (scientific/fundamental or practical).

Research courses are offered alongside individual research. However, HEIs are entitled to decide on the distribution of the theoretical disciplines within doctoral programmes or whether doctoral students must undergo theoretical training before proceeding to the more complex aspects of research.

Doctorate training can also be provided by research organisations such as the Bulgarian Academy of Sciences and the Centre for Agrarian Studies in the fields in which these organisations are accredited. The doctorate is conferred on doctoral students who have passed the examinations specified in the curriculum and who have defended their dissertation in accordance with the requirements of the Scientific Degrees and Scientific Titles Act.

As regards the status of doctoral students, they are entitled to a monthly grant as well as full social security coverage.

At present, there are no special legislative provisions for **joint/double degrees**. However, in accordance with the regulations of the Higher Education Act, HEIs have the right to



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure/limitation of places at institutional level
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places at national/regional level

Graduates of the *Koleji* are entitled to continue tertiary education in a *bakalavur* programme after having passed the selection procedure in order to acquire a state-subsidised place in the desired field of study in a university or a specialised higher school of their choice. Each year the government (the Council of Ministers) determines the number of state-subsidised places in public higher education institutions for Bachelor's and Master's programmes.

BULGARIA

cooperate and seek to establish international and cross-border partnerships to improve the quality of educational provision and to increase its competitiveness. In this respect, a number of institutions have already established conditions and award such joint degrees for Bachelor's, Master's or doctorate studies on the basis of concluded agreements with foreign HEIs.

At the beginning of 2006, a process for drafting a new Strategy for Higher Education was initiated, and the document is expected to be open for public discussion in 2007. This important step will pave the way for more concrete actions on drafting and adopting a **national qualifications framework**.

The 2004 amendments to the Higher Education Act and the 2004 Ordinance for the implementation of a system for credit accumulation and transfer within HEIs provide the legal framework for the practical implementation of **ECTS**. ECTS has been mandatory for all institutions and study programmes (excluding doctorates) since 2004/05. Since 2006/07, it is imperative for all institutions to use ECTS. In all Bachelor's programmes, ECTS will be awarded to 70-80 % of students, and in all Master's programmes,

to all students. An exception is made for those who are graduating in 2006/07 with a Bachelor's degree.

The **Diploma Supplement** (DS) was introduced in accordance with the 2004 amendments to the Higher Education Act and the 2004 Ordinance on the state requirements regarding the content of the basic documents issued by HEIs. Since 1 January 2005, the DS has been issued automatically to Bachelor's and Master's graduates in Bulgarian and one of the widely spoken languages in the EU. In 2006/07, all graduates from all programmes will receive the DS free of charge in Bulgarian and English.

Incentives, follow-up or control measures have not been envisaged or introduced by the public authorities to encourage full implementation of the three-cycle structure, as HEIs were obliged by the 1995 Higher Education Act to undertake immediate steps to implement it. The DS has been promoted by a variety of means (including seminars at national and university level, information brochures, meetings, etc.) in order to assist institutions with these activities.

In recent years, the **evaluation** and **accreditation** system in Bulgaria has undergone considerable fresh development in terms of its scope and framework. Furthermore, the methods and structure of the independent National Evaluation and Accreditation Agency (*Националната агенция за оценяване и акредитация*), established in 1995, have been subject to change and innovation. As a result, the Agency and HEIs hope to improve the transparency and comparability of the education system for both students and employers.

In 2003/04, the National Evaluation and Accreditation Agency made a considerable effort to develop and improve its evaluation and accreditation methods. Many of its proposals were incorporated into the 2004 amendments of the Higher Education Act. A number of paragraphs were reworded, with a shift towards the evaluation of quality, rather than the evaluation of compliance with state requirements.

Over the last two years, the Agency's efforts were focused on the complete implementation and alignment of the national quality assurance system with the European standards and guidelines. In late 2005, the Agency

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published a list of criteria complying with the Standards for Quality Assurance in Education in the European Higher Education Area. These criteria were fully applied during evaluation procedures of HEIs in late 2006.

Institutional accreditation is now explicitly linked to the evaluation of the effectiveness of internal quality assurance processes and structures. Programme assessment methods encompass a programme-by-programme approach as well as subject-level evaluation. The 52 subject fields in the National Classifier will be evaluated within the next two years.

Additional measures to enhance the effectiveness of Agency work are concerned with the new accreditation powers transferred from the Accreditation Council – the governing body of the Agency consisting of eleven habilitated members of the academic staff, who are representatives of the respective fields and subjects of study in higher education – to eight subject-level standing committees. Since June 2004, the latter have been responsible for the final accreditation of programmes and different fields of study in higher education. The standing committees are assisted in their work by expert groups. Six of the members of the Accreditation Council are representatives

of the HEIs (designated by the Academic Council of each HEI) and are nominated by the Council of Rectors by secret ballot. Other members of the Accreditation Council include one representative from the Bulgarian Academy of Science, one representative of the National Centre for Agrarian Studies, and two representatives of the Ministry of Education and Science. Foreign experts are not involved in the work of the Accreditation Council. Its Vice-President is nominated from among the six representatives of the HEIs and chairs the special standing committee on post-accreditation monitoring.

The duration of accreditation awarded to a given HEI which fully meets the criteria of the National Evaluation and Accreditation Agency is between 3 and 6 years, depending on the awarded 'assessment grade'. Each HEI is subject to regular reviews and reports at certain intervals of time.

One of the recently introduced innovations concerning the methods for external evaluation and accreditation used by the Agency is the implementation of post-accreditation monitoring, which has been effective since 2005 following the approval of the Agency's new statute by the Council of Ministers.

To this end, the Agency established a separate standing committee for Monitoring and Supervision responsible for follow-up reviews, which may have serious consequences for the institutions visited, including possible withdrawal of accreditation. The committee's work may also have indirect implications on the three-cycle structure as regards doctorates, and in particular on whether a certain HEI is given the right to provide doctorates. This legal and structural move on the part of the Agency reflects greater awareness of the need to protect the interests of society in terms of the quality of higher education.

With the last amendments to the Higher Education Act, Student Council representatives of a given HEI may participate in the monitoring of internal quality assurance processes concerning education quality maintenance. Furthermore, different approaches have been used to ensure that students participate at all stages in the evaluation and accreditation procedures. Rules with reference to the participation of undergraduate and doctoral students in external evaluation and accreditation procedures have been devised and are applied.

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Although legislation does not provide for the participation of students in the decision-making process within the Accreditation Council of the Agency, they are entitled and encouraged to give an opinion and make proposals on a variety of topics developed by the Agency related to the quality of teaching, assessment of students, access to information, etc. An expert group analyses the students' opinions and – if considered necessary – turns its attention to pressing issues.

Only graduating students and doctoral students may be nominated as members of the respective expert group authorised to carry out the evaluation procedure. The student representatives are nominated by the National Student Councils Representation as well as by the governing bodies of the student organisations and HEIs, complying with the regulations of the Higher Education Act.

The National Evaluation and Accreditation Agency is a candidate member of the

European Association for Quality Assurance in Higher Education (**ENQA**). The Agency is also a member of the Network of Central and Eastern European Quality Assurance Agencies in Higher Education (CEEN), which works in close cooperation with ENQA.

Legislative and/or official references

Date	Term in English	Term in national language
27 December 1995	Higher Education Act	Закон за висшето образование
9 May 1972 (last amendments 4 July 2000)	Scientific Degrees and Scientific Titles Act (State Gazette issue No. 54/04.07.2000)	Закон за научните степени и научните звания, ДВ бр. 54 от 4.07.2000 г.
12 August 2004	Ordinance on the state requirements regarding the content of the basic documents issued by the higher education institutions, Decree No. 215 as of 12.08.2004	Наредба за държавните изисквания към съдържанието на основните документи, издавани от висшите училища, приета с ПМС №215 от 12.08.2004 г., обн., ДВ, бр.75 от 27.08.2004 г.
12 October 2004	Ordinance No. 21 for the implementation of a system for credit accumulation and transfer within higher education institutions (State Gazette issue No. 89/12.10.2004)	Наредба №21 от 30.09.2004 г. за прилагане на система за натрупване и трансфер на кредити във висшите училища, обн. ДВ, бр. 89 от 12.10.2004 г.
23 December 2005	Amendments to the Higher Education Act (State Gazette issue No. 103/23.12.2005)	Закон за висшето образование, ДВ, бр. 103 от 23.12.2005

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Due to a complex system of shared responsibility between the federal and cantonal authorities, legal competence for implementation of the Bologna reform at university level has been delegated by federal law to the *Schweizerische Universitätskonferenz* (Swiss University Conference, CUS), the cooperative body of the federal government and the cantons. In December 2003, the CUS approved directives for the coordinated reorganisation of teaching at Swiss universities. These directives constitute the legal basis for the reform. For *Fachhochschulen* (universities of applied sciences) and *Pädagogische Hochschulen* (universities of teacher education), similar directives to implement the Bologna reform were adopted by the *Fachhochschulrat* (Council for Universities of Applied Sciences) in December 2002.

Already in 2001, the first Swiss higher education institution implemented the **two-cycle structure**. By autumn 2006, the structure based on two main cycles will be fully introduced in all ten universities and the two *Eidgenössischen Technischen Hochschulen* (Swiss Federal Institutes of Technology, ETH), and in most *Fachhochschulen* and *Pädagogischen Hochschulen*.

At the beginning of the academic year 2005/06, 70 % of study programmes had adopted the Bachelor's/Master's structure. Nearly 75 % of first-year students were entering the new system. By 2007, all institutions and study programmes will have been completely reorganised according to the rules adopted by the CUS and the *Konferenz der Fachhochschulen der Schweiz* (Conference of the Universities of Applied Sciences Switzerland, KFH). Until 2007, long studies will continue to exist in several fields, especially in the areas of human and veterinary medicine and dentistry.

The Bachelor's/Master's structure does only apply to ISCED level 5A programmes. According to the 2006 recommendations issued by the KFH about the admission of graduates from higher vocational education and training to Bachelor's programmes, the transfer from ISCED level 5B to ISCED level 5A programmes is, in principle, possible. An additional qualification may also be required.

The structure and content of the **doctorate programmes** are not organised in a uniform manner or by a specific legislation but are established independently by individual universities. Normally, it takes 3-

4 years to complete a doctoral programme. The completion of a Master's degree or its equivalent is the usual prerequisite for access to doctoral studies. However, some universities might consider offering integrated Master's/doctoral programmes ('fast track' programmes) for a very limited number of students. There are no compulsory preparatory programmes for doctoral studies. Some universities offer theoretical courses that students take while pursuing their individual research. As a consequence of the 2005 Bergen conference, a debate about a more structured organisation of doctoral programmes has begun.

The status of people who are preparing a doctoral thesis at Swiss universities may vary widely. They may:

- be enrolled as a doctoral student at university with no automatic funding provided. However, they pay reduced study fees, receive accident insurance and other benefits and may apply for a stipend.
- be employed as a (part-time) assistant with a salary. Sometimes they may work on their doctoral thesis during part of their working hours.

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- be employed in a research project with a salary because the doctoral thesis is part of the research project.
- have no status whatsoever. Their work on a doctoral thesis is a 'private matter'. This is often the case, especially in the humanities/ social sciences.

Generally, no substantial tax deductions are possible on the basis of being a doctoral student enrolled at university, but the regulations may be different according to each canton. Social security coverage is automatically provided in the case of employment as an assistant or in a research project.

On the initiative of individual universities, a number of **joint Master's degrees** between Swiss and foreign universities are offered. With regard to double doctorates, agreements exist with Italy and France. Joint or double doctorates offered only by Swiss universities are not awarded.

The elaboration of a **National Qualifications Framework** is in process.

ECTS is being introduced at the same time as Bachelor's (180 credits) and Master's (90-120

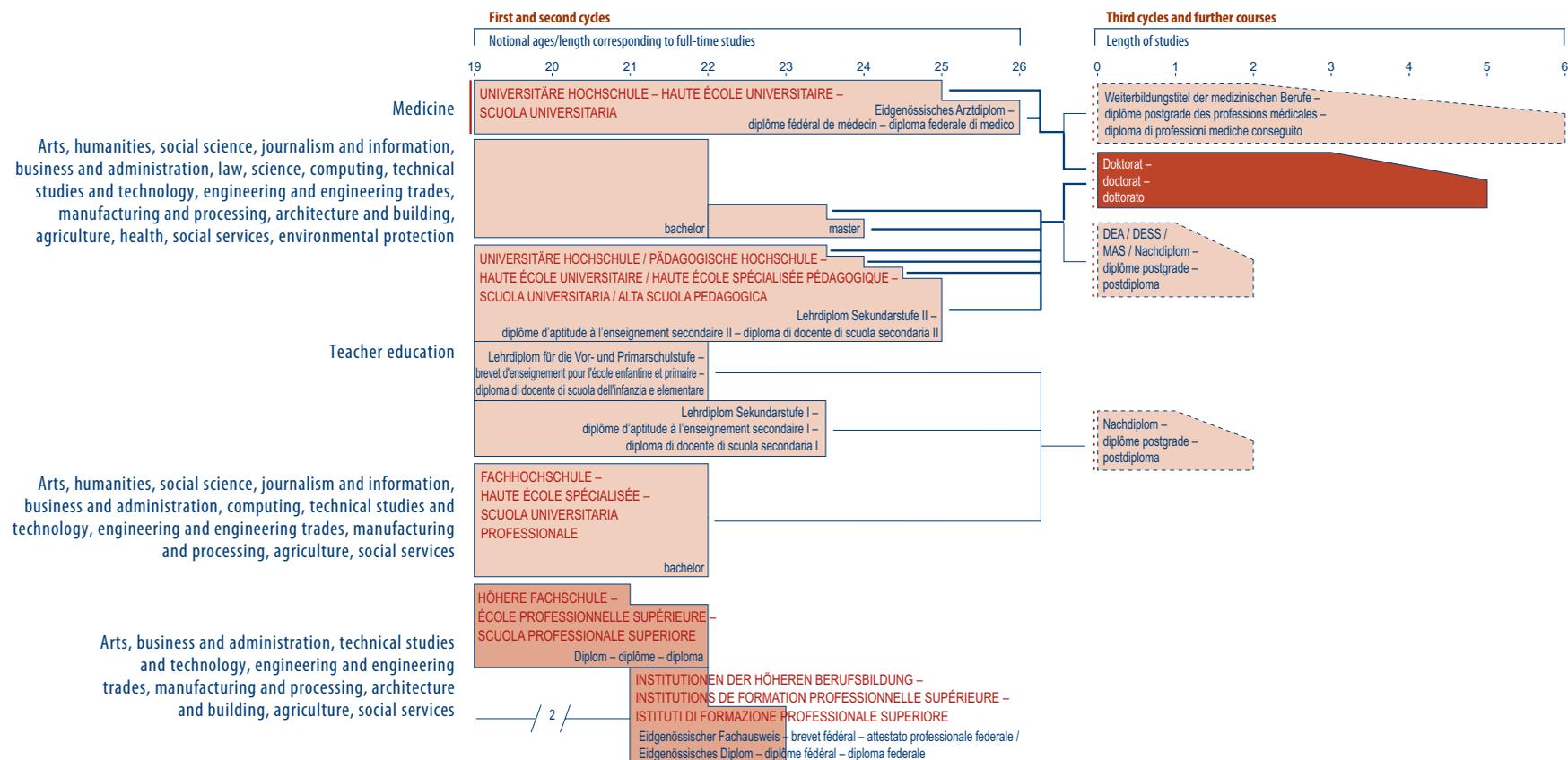
credits) programmes. It is gradually replacing the old system of credits based on hours per week in a semester (*Semesterwochenstunden*, SWS). ECTS is used for credit transfer and accumulation and is currently being implemented in all universities and *Fachhochschulen*. From 2007 on, all study programmes at these institutions will use ECTS. *Pädagogische Hochschulen* have already introduced ECTS across all their programmes. Institutions at ISCED level 5B do not implement ECTS.

While ECTS is mandatory for further education Master's programmes (Master of Advanced Studies), as well as for normal Bachelor's and Master's courses, this is not the case for doctoral programmes. There are plans to implement ECTS only for curriculum elements offered as part of doctoral programmes (approximately 12 ECTS credits per programme).

In 2002, the *Rektorenkonferenz der Schweizer Universitäten* (Rectors' Conference of the Swiss Universities, CRUS) issued recommendations for introducing the **Diploma Supplement** (DS) at universities, and these are now due for implementation. The DS is available at all institutions and for all degree programmes

free of charge. It is issued in the language of the university (e.g. German, French or Italian) and in English. *Fachhochschulen* have issued the DS nationwide since 2000 on the basis of a voluntary agreement with no legislation. At *Pädagogischen Hochschulen*, the DS will be issued automatically to all students from autumn 2006.

As for **incentives and control/follow-up measures**, the Swiss confederation has provided a total amount of 32 million Swiss francs in the period 2004-2007 to support the implementation of the Bologna reform (implementation of three cycles, ECTS and DS, student information services, extension of data management systems and national coordination of the Bologna Process) Each university receives a share of this amount depending on the number of students, study programmes and diplomas conferred. The criteria regarding the use of this money have been established by the political authorities (CUS). The money is paid directly to the universities. Each university reports annually to the CRUS about the use of this funding. A task force, consisting of different bodies in the Swiss higher education system, monitors the



Source: Eurydice.

■ ISCED 5A (1st or 2nd programme)	■ ISCED 6 programme	⋮ Selection procedure/limitation of places at institutional level	/ n / Compulsory work experience + its duration
■ ISCED 5B (1st or 2nd programme)	□ Further qualification	▮ Selection procedure/limitation of places at national/regional level	

MAS *Master of Advanced Studies*

The fields 'Arts, humanities, social sciences, ... environmental protection', which are structured as two main cycles, account for around 70 % of the total student population.

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continuing implementation of the Bologna process in Switzerland.

The independent body responsible for **external quality assurance** is the *Organ für Akkreditierung und Qualitätssicherung der Schweizerischen Hochschulen* (Centre for Accreditation and Quality Assurance of the Swiss universities, OAQ) established on 1 October 2001. It is based on the 1999 Federal Act on Aid to Universities and Cooperation in Higher Education, the 2000 Intercantonal Convention on coordinating university policy and the 2000 Cooperation Agreement between the federal government and the university cantons.

The OAQ is formally recognised by the cantonal authorities as well as by the federal government. It receives half of its funding from the university cantons, and the other half from the federal government. It currently operates solely at national level and reports to the CUS. It performs its tasks in close collaboration with the CRUS. The OAQ has the task to define the basic requirements of quality assurance at Swiss universities and to check compliance on a regular basis. It was evaluated by the CUS in 2006 (international peer review). The final report has been published in August 2006.

On behalf of the State Secretariat for Education and Research, the OAQ has to check every 4 years whether the quality assurance systems of the universities are compatible with internationally accepted standards, and whether they result in high quality output in education and research. Federal funding of the cantonal public universities is partly linked to the results of these 'quality audits'. On 1 July 2003, audits were started at ten universities. Site visits were conducted by experts with reference to the self-evaluation reports. On the basis of the experts' reports, the OAQ then published final reports in July 2004. The audit process itself was also evaluated.

In all forms of external quality assurance, an **internal assessment** (self-evaluation) precedes external assessment.

OAQ procedures and quality standards are based on international good practice. OAQ performed an in-depth review of foreign accreditation and evaluation systems before developing its own procedures.

Students do not take part directly in the governance of OAQ, but they are involved in all quality assessments (production of the self-

evaluation reports and as interview partners during site visits).

The OAQ carries out various forms of quality assessment such as **accreditation** (procedures at institutional and programme levels in both the public and private higher education sectors, and for 'conventional learning' and distance learning/e-learning), quality audits and evaluations of institutions as part of federal recognition of new institutions. In addition to these tasks, the OAQ also offers services in the field of quality assurance.

The OAQ Scientific Council includes several academics of international standing. The Council prepares accreditation decisions on behalf of the CUS. The expert groups established for external evaluations and accreditation procedures must include a majority of peer members employed outside Switzerland. They must have academic qualifications with proven teaching experience, and must be independent and impartial. At least one expert must have experience with managing an academic unit of a similar size.

An accreditation system has been in place since 2002. It is open to public and private academic institutions and their study

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programmes. Accreditation is a three-stage procedure consisting of self-evaluation by the unit undergoing accreditation, a site visit by an international group of independent experts and then the accreditation decision based on the first two stages. The focus of accreditation is teaching and learning. If the result is positive, the unit will be granted either unconditional accreditation for 7 years or conditional accreditation for a set period during which it has to rectify shortcomings observed during the process.

Accreditation is a voluntary process (particularly for universities). The objective is not to accredit all institutions or all programmes on offer, but rather to use accreditation in cases in which it will be of particular benefit to the academic units concerned.

The body responsible for the accreditation of *Fachhochschulen* is the Federal Department of Economic Affairs. The Department issues

directives to ensure a minimum standard of quality.

Accreditation results have to be published, although under national data protection laws. Negative accreditation decisions cannot be published.

Pädagogische Hochschulen are subject to a specific evaluation procedure. The *Schweizerische Konferenz der kantonalen Erziehungsdirektoren* (Swiss Conference of the Cantonal Ministers of Education, EDK) is responsible for evaluating and recognising the study programmes of these schools. Evaluation and recognition procedures comprise the following steps: the submission of a report to the authorities; a preliminary decision on the basis of the report; a site visit by a team of experts; a proposal for a decision by the recognition commission; and a decision by the EDK. International experts from a related

field, as well as students, are involved in the evaluation and recognition procedures.

The OAQ actively participates in several European networks for quality assurance and accreditation. Memberships include the Joint Quality Initiative (JQI), the European Consortium for Accreditation (ECA, co-founded in 2003), and the regional network D-A-CH (founded in 2003 by several German-speaking countries). The OAQ is a full member of the European Association for Quality Assurance in Higher Education (**ENQA**). In addition, the OAQ is a member of the corresponding quality assurance networks and organisations at international level: the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) as well as UNESCO/OECD forums on accreditation/quality assurance and cross-border education.

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Main Swiss bodies

Term in English	Term in German	Term in French	Term in Italian
Swiss University Conference (CUS)	Schweizerische Universitätskonferenz	Conférence universitaire suisse	Conferenza universitaria svizzera
Rectors' Conference of the Swiss Universities (CRUS)	Rektorenkonferenz der Schweizer Universitäten	Conférence des Recteurs des Universités Suisses	Conferenza dei rettori delle università svizzere
Conference of the Universities of Applied Sciences Switzerland (KFH)	Konferenz der Fachhochschulen der Schweiz	Conférence suisse des hautes écoles spécialisées	Conferenza svizzera delle scuole universitarie professionali
Swiss Conference of Rectors of Universities of Teacher Education	Schweizerische Konferenz der Rektorinnen und Rektoren der Pädagogischen Hochschulen	Conférence suisse des recteurs des hautes écoles pédagogiques	Conferenza svizzera dei rettori delle alte scuole pedagogiche
Council for Universities of Applied Sciences	Fachhochschulrat	Conseil des hautes écoles spécialisées	Consiglio delle scuole universitarie professionali
Centre of Accreditation and Quality Assurance of the Swiss Universities (OAQ)	Organ für Akkreditierung und Qualitätssicherung der Schweizerischen Hochschulen	Organe d'accréditation et d'assurance qualité des hautes écoles suisses	Organo di accreditamento e di garanzia della qualità delle istituzioni universitarie svizzere
Swiss Conference of the Cantonal Ministers of Education (EDK)	Schweizerische Konferenz der kantonalen Erziehungsdirektoren	Conférence suisse des directeurs cantonaux de l'instruction publique	Conferenza svizzera dei direttori della pubblica educazione

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Legislative and/or official references

Date	Term in English	Term in German
4 October 1991	The Federal Institutes of Technology Act	Bundesgesetz über die Eidgenössischen Technischen Hochschulen (ETH-Gesetz)
6 October 1995; revision in 2005	The Federal Universities of Applied Sciences Act	Bundesgesetz über die Fachhochschulen (Fachhochschulgesetz)
8 October 1999	Federal Act on Aid to Universities and Cooperation in Higher Education	Bundesgesetz über die Förderung der Universitäten und über die Zusammenarbeit im Hochschulbereich (Universitätsförderungsgesetz, UFG)
9 December 1999	Intercantonal Convention on coordinating university policy	Interkantonales Konkordat über universitäre Koordination
14 December 2000	Cooperation Agreement between the federal government and the university cantons	Vereinbarung zwischen dem Bund und den Universitätskantonen über die Zusammenarbeit im universitären Hochschulbereich
30 January 2002	CRUS Recommendations linked to the implementation of the Diploma Supplement in Swiss universities	Empfehlungen der CRUS zur Einführung des Diploma Supplement an den schweizerischen Universitäten
5 December 2002	Directives for the implementation of the Bologna declaration in universities of applied sciences and universities of applied sciences for teacher education	Richtlinien für die Umsetzung der Erklärung von Bologna an den Fachhochschulen und den Pädagogischen Hochschulen
4 December 2003	Directives for the coordinated renewal of teaching at Swiss Universities within the framework of the Bologna process (Bologna Directives)	Richtlinien für die koordinierte Erneuerung der Lehre an den universitären Hochschulen der Schweiz im Rahmen des Bologna-Prozesses
13 December 2003	The Federal Act on vocational education	Bundesgesetz über die Berufsbildung (Berufsbildungsgesetz, BBG)
14 May 2004	CRUS Regulation for the denomination of diplomas in accordance with the Bologna reform	Regelung der CRUS für die einheitliche Benennung der universitären Studienabschlüsse im Rahmen der Bologna-Reform
16 June 2004	CRUS Recommendations for the coordinated renewal of teaching at Swiss Universities within the Bologna process	Empfehlungen der CRUS für die koordinierte Erneuerung der Lehre an den universitären Hochschulen der Schweiz im Rahmen des Bologna-Prozesses

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Date	Term in English	Term in German
July 2004	Conference of the Universities of Applied Sciences Switzerland: Recommendation for the conception of Bologna study programmes	Konferenz der Fachhochschulen der Schweiz: Die Konzeption gestufter Studiengänge: Best Practice und Empfehlungen
23 August 2004	CRUS Recommendations linked to the application of the European Credit Transfer and Accumulation System (ECTS) in Swiss Universities	Empfehlungen der CRUS für die Anwendung von ECTS an den universitären Hochschulen der Schweiz
17 September 2004	The Swiss University Landscape: Strategy 2005-2015	Universitätslandschaft Schweiz: Strategie 2005-2015
11 March 2005	Ordinance on minimum directives for the recognition of educational programmes and past-diploma-studies at institutions of higher vocational education	Verordnung des EVD über die Mindestvorschriften für die Anerkennung von Bildungsgängen und Nachdiplomstudien der höheren Fachschulen
16 May 2006	Conference of the Universities of Applied Sciences Recommendations for the admission of graduates from higher vocational education and training to Bachelor's programmes	Empfehlungen der KFH über die Zulassung von Absolvent/innen der Höheren Berufsbildung zu Bachelor-Studiengängen

Websites

Swiss University Conference: <http://www.cus.ch>

Rectors' Conference of the Swiss Universities: <http://www.crus.ch>

Swiss Conference of Rectors of Universities of Teacher Education: <http://www.scte.ch>

Conference of the Universities of Applied Sciences Switzerland: <http://www.kfh.ch>

State Secretariat for Education and Research: <http://www.sbf.admin.ch/html/sbf/sbf-e.html>

Federal Office for Professional Education and Technology: <http://www.bbt.admin.ch/index.html?lang=en>

Centre for Accreditation and Quality Assurance of the Swiss universities: <http://www.oaq.ch>

Information on Bologna reform at universities: <http://www.bolognareform.ch>

Directives for the implementation of the Bologna declaration in universities of applied sciences and universities of applied sciences for teacher education: <http://www.kfh.ch/index.cfm?nav=3&CFID=2258314&CFTOKEN=99460194>

Federal Act of 8 October 1999 on Aid to Universities and Cooperation in Higher Education: http://www.admin.ch/ch/d/sr/c414_20.html

CYPRUS

Since the provision of higher education in Cyprus is limited, many young people at this level of education study abroad. Government policy however aims at expanding higher education further to satisfy local needs. Three state universities currently operate. The University of Cyprus (*Panepistimio Kyprou*), established by law in 1989, was the first one. It accepted its first students in 1992. Two more public universities, namely the Open University of Cyprus (*Anoikto Panepistimio Kyprou*) and the Cyprus University of Technology (*Technologiko Panepistimio Kyprou*) have been established in 2002 and in 2003. The legal basis for the establishment and operation of higher education institutions (including private ones) is regulated by a law adopted in 1996 and last amended in 2004. Public universities are governed by their own individual laws.

The Open University accepted its first students in September 2006, and the Cyprus University of Technology will accept its first students in September 2007. There are six HEIs which are professionally oriented with non-university status, and 24 private HEIs which offer a wide range of programmes at various levels, from certificates and diplomas to Master's degrees.

Four private HEIs have applied to acquire university status according to the procedures of the relevant Law.

The degree structure has traditionally been based on **three main cycles** since the establishment of the University of Cyprus in 1989. It is now applied to all HEIs that offer undergraduate and postgraduate study programmes. At the state universities and private HEIs, the programmes leading to Bachelor's qualifications (*ptychio*) last four years and those leading to Master's (M.A. and M.Sc.) last one to two years. Access to Master's programmes is granted to eligible candidates who hold a first cycle qualification.

ISCED 5B programmes are based on one short cycle (1 to 3 years). There are possibilities of transition from ISCED 5B to 5A as students graduating from ISCED 5B programmes can apply to ISCED 5A programmes, mainly pursuing a Bachelor's qualification or its equivalent. Most students apply to university level institutions or polytechnics outside Cyprus. Target institutions evaluate the applicant's previous studies and recognize credits accordingly at their own discretion.

Doctoral programmes are offered only by the University of Cyprus at the time being. Studies at this level lead to the qualification of Doctor of Philosophy (*didaktoriko diploma*) and last from three to eight years. Research training (taught courses) is included in the programmes and usually takes place prior to individual research.

Students who hold a Bachelor's degree (*Ptychio*) or its equivalent may be granted access to Doctoral studies at the University of Cyprus. These students, however, have to complete 60 ECTS of postgraduate courses (Research training) prior to individual research. Students who hold a Master's Degree or its equivalent may be exempted from these courses. An additional requirement for the Doctoral programmes of the University of Cyprus is the successful completion of a qualifying comprehensive written exam by the fifth semester of studies.

Generally, doctoral students have the status of student. Some of them may offer services to the department along with their research and receive a salary for 10 months. Those who offer their services to the university have social security coverage.

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Recently, the Regulations governing the operation of the University of Cyprus have been amended to provide for the award of **joint degrees** in collaboration with other universities. At the time being, two joint degree programmes are in operation between the Department of Education and the Department of Mathematics and Statistics of the University of Cyprus and their corresponding Departments at the University of Athens.

Cyprus has not adopted a **National Qualifications Framework** yet. Following the deliberations for the approval of the European Qualifications Framework in the EU, a working committee has been set up to formulate the policies for its introduction.

ECTS is applied to all state universities, whereas, at the public and private institutions of higher education this implementation is done gradually. Laws which regulate the establishment and operation of HEIs in Cyprus (last amended in 2004) do not include recommendations on ECTS, but these institutions are encouraged, however, to implement ECTS with the guidance and counsel of the Bologna Promoters.

In the summer of 2003, the University of Cyprus decided to apply ECTS to all its programmes. The decision has been implemented and since September 2005, all programmes have been converted to ECTS. A full academic year comprises 60 ECTS credits (formerly, 30 University of Cyprus credits). ECTS is used for both transfer and accumulation. A number of private institutions have been prepared to implement it fully as of the academic year 2006/07.

The University of Cyprus issues the **Diploma Supplement** (DS) for all fields of study automatically and free of charge. In some private HEIs, the DS is issued on request and free of charge in English. Other public and private HEIs have not introduced it yet. At this stage, its implementation is not regulated by law.

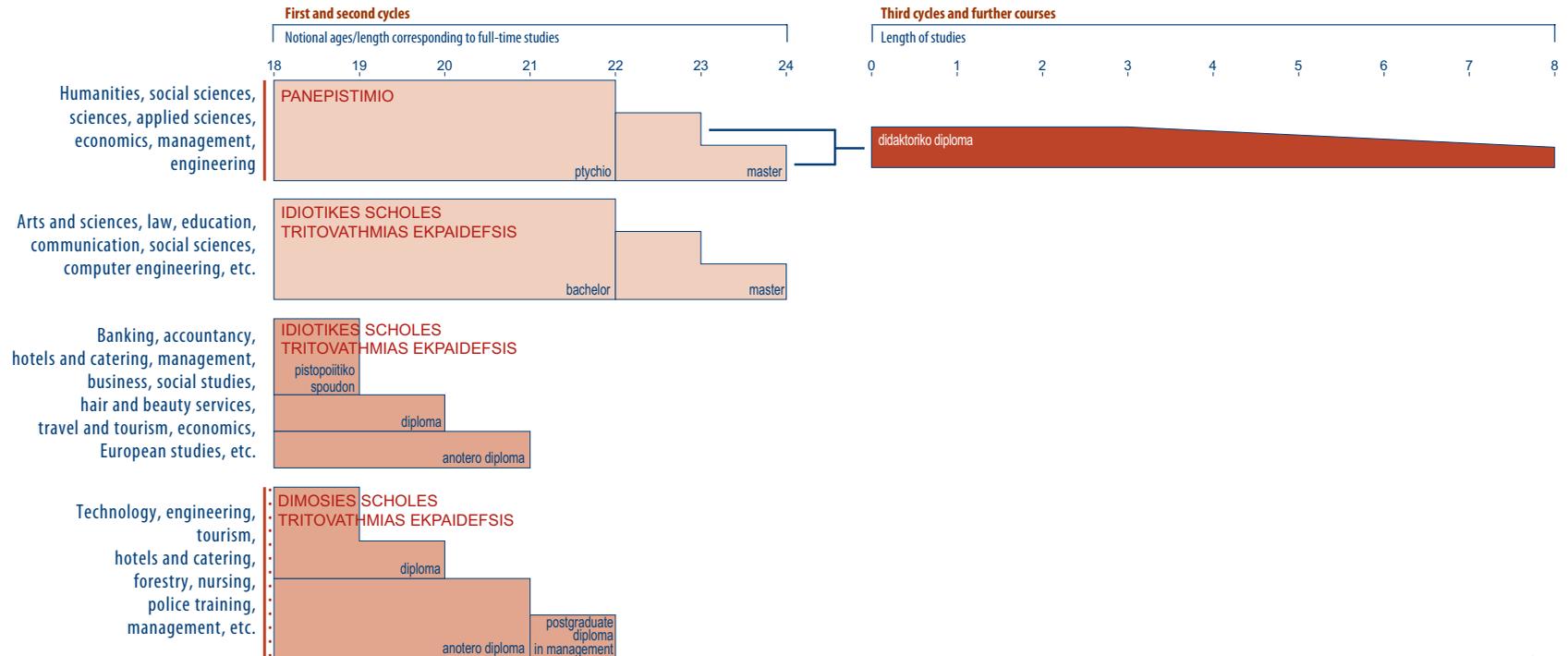
The three-cycle structure is fully implemented at the University of Cyprus, while **incentives** and **control measures** for implementation do not exist. Every newly established public university also follows the three-cycle structure.

Incentives and control measures regarding the full implementation of ECTS and the DS do not exist for the time being.

As regards **quality assurance**, there is **no national Quality Assurance Agency**. The Council of Educational Evaluation-Accreditation (CEEA/SEKAP, or *Symvoulio Ekpaideytikis Axiologisis-Pistopoiisis*) is the independent body responsible for the **external evaluation** of study programmes at private HEIs. It was created in July 1989 and began operating in 1992. The CEEA/SEKAP appoints visiting teams consisting of academics from the University of Cyprus and the other public institutions, and at least one member from overseas. The visiting team examines the application, which also includes a self-evaluation report submitted by the applicant. The team visits the institution and issues an initial report on the basis of its findings. This report is submitted to the institution involved for its comments before the publication of the final report.

The relevant legislation does not provide for the participation of students in the governance of CEEA/SEKAP.

A recently established external evaluation and accreditation process is embodied in the operation of the Evaluation Committee for the establishment of private universities (ECPU). The ECPU is an independent body which



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure/limitation of places at institutional level
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places at national/regional level

Due to their compulsory enrolment in military service, men usually enrol at the *panepistimio* at age 19 or 20.

CYPRUS

has the overall responsibility for the quality assurance and accreditation of the private universities in Cyprus at an institutional as well as at programme level. The purpose of ECPU is to examine the applications submitted for the establishment of private universities. It has the authority to appoint teams of experts to examine certain aspects concerning an application, but the final decision lies with the Committee. ECPU is also responsible for the monitoring of the private universities operating under initial license for four years and for their periodic evaluation every five years.

A proposal regarding the establishment of the Cyprus Quality Assurance and Accreditation Board (CyQAAB) was the product of the collaboration of the University of Cyprus and the Ministry of Education and Culture. The proposed national Quality Assurance Agency will be responsible for the external evaluation of all HEIs and universities, both state and private. Furthermore, it will evaluate the provision of transnational education in Cyprus by foreign institutions, and by Cypriot institutions abroad. The Agency will also incorporate provisions for the evaluation of flexible and cross-border programmes of study. The proposal has been discussed by

the Higher Education Council and by the Education Council, two advisory bodies, where all the stakeholders are represented.

Its operation will subsume the operations of CEEA/SEKAP, the ECPU, the Advisory Committee for Higher Education, and the recognition of internal qualifications awarded by private, non-university level, institutions that is currently performed by KYSATS. Thus, the operation of the CyQAAB will subsume and streamline the existing external QA mechanisms and processes, in a comprehensive fashion.

There has been a positive trend in public universities as regards to the establishment of mechanisms **for internal evaluation**. The University of Cyprus attaches particular importance to the development of its internal quality culture. In 2000, it appointed three member committees of external experts to evaluate its departments. In 2001, it went through EUA's institutional evaluation with a follow-up evaluation in 2004. The evaluation of departments by external experts is in the process of being institutionalised with the purpose of applying it every 4-5 years. The next evaluation is planned for 2007.

The establishment of the Centre for Teaching and Learning in the context of the strategy for quality management has also been an important development. Another established practice is student participation in internal evaluation through questionnaires concerning courses and teaching.

Through the CEEA/SEKAP, Cyprus has been a full member of the European Association for Quality Assurance in Higher Education (**ENQA**) since 2003. The CEEA/SEKAP has also been a full member of INQAAHE (International Network for Quality Assurance Agencies in Higher Education) since April 2002. The CEEA/SEKAP is not subject to peer review.

In accordance with the aims and objectives of the Bologna Process, the government has promoted legislation for the establishment of private universities that guarantee appropriate levels of quality. Law 109 (I)/2005 has already been approved by parliament and the first private universities are expected to operate in the very near future (probably before the end of 2007).

CYPRUS

Legislative and/or official references

Date	Term in English	Term in national language
28 July 1989	Law No. 144/1989 establishing the University of Cyprus	<i>O Peri Panepistimiou Kyprou Nomos</i>
3 May 1996	Law 67(I)/1996 stipulating the legal basis for the establishment and operation of higher education institutions (including private institutions)	<i>O Peri Sholon Tritovathmias Ekpaedefsis Nomos</i>
31 December 2002	Law 234(I)/2002 regulating the establishment and operation of the Open University of Cyprus	<i>O Peri Anoiktou Panepistimiou Kyprou Nomos</i>
31 December 2003 (implemented on 27 February 2004)	Law 198(I)/2003 regulating the establishment and operation of the Cyprus University of Technology Law 198(I) modal/2005 Regulative Administrative Decision P.M.A 558/2005	<i>O Peri Technologikou Panepistimiou Kyprou Nomos</i> <i>O Peri Technologikou Panepistimiou Kyprou (Tropopoietikos) Nomos tou 2005</i> <i>Kanonistiki Dioikitiki Praxi KΔΠ 558/2005</i>
29 July 2005	Law 109 (I)/2005 regulating the establishment, operation and control of private universities	<i>O Peri Idiotikon Panepistimion Nomos</i>

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The main legislative arrangements linked to the Bologna Process are the 1998 Act on Higher Education Institutions (HEIs) and its amendments, especially those in force since 2001 and 2006.

The implementation of the Bologna Process has become an important part of the strategy of the Ministry of Education, Youth and Sports (MEYS) and respective higher education institutions. This principle is concretely expressed in the Long-Term Plan of particular HEIs as well as the Long-Term Plan of the MEYS and their annual updates. The priorities of the ministry's Long-Term Plan are reflected in the Development Programmes which allocate the part of the state budget devoted to the development of HEIs on the basis of the development projects of particular institutions.

The Bologna Process is also part of the National Programme for the Development of Education in the Czech Republic (White Paper) approved by the government in 2000 and the Development Strategy of Tertiary Education issued by MEYS for the period 2000-2005 (2010).

Until 2002, the strategic goals articulated in all the above-mentioned documents were only very loosely connected – if at all – to the various forms of state funding. Major changes were introduced with the Higher Education Reform Policy, which was the result of negotiations and discussions between the ministry and the government. The concept was accepted by the government in 2004 and the updated version was approved in 2005.

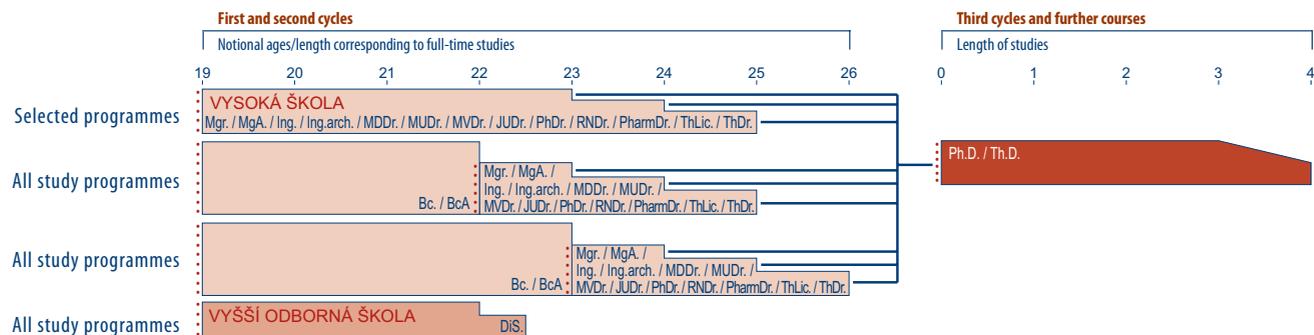
The above-mentioned legislation creates a legal framework which clearly identifies and corresponds with the Bologna scheme of **three cycles** of higher education: Bachelor's, Master's and doctoral programmes.

A degree structure based on two main cycles – a short Master's programme (*magistr*), building on a first university degree, the Bachelor's (*bakalář*) – was formally added to the traditional one-tier programmes in 1990 and fully introduced by the 1998 Act on HEIs. Since 2000, the Transformation and Development Programme has been established to support Bologna action lines including the development of Bachelor's degree studies and the restructuring of traditional higher education courses into two cycles (Bachelor's and Master's). The 2001

Amendment of the Act on HEIs made the three-cycle structure compulsory with very strictly limited exceptions. The complete model is 3-4 years for Bachelor's, 1-3 years for Master's and 3-4 years for doctoral studies. In the case of non-structured long study programmes, the Master's lasts 4-6 years. A doctoral programme may follow any Master's qualification. It is not possible to enter doctoral studies after a Bachelor's degree programme.

Since the academic year 2004/05, the vast majority of students have been accepted into a Bachelor's programme. The long study programmes running in parallel are either those for which accreditation has not yet expired, or concern specific disciplines such as medical studies, veterinary studies, pharmacy and others selected by the Accreditation Commission (*Akreditační komise*).

Doctoral programmes aim at scientific research and independent creative activity in the field of research and development or independent theoretical and creative activity in the arts. The doctoral study lasts 3-4 years and consists of individual research and a theoretical part for which students have to pass an examination. Doctoral programmes are subject to individual curricula under the



Source: Eurydice.

■ ISCED 5A (1st or 2nd programme)	■ ISCED 6 programme	● Selection procedure/limitation of places at institutional level
■ ISCED 5B (1st or 2nd programme)	□ Further qualification	■ Selection procedure/limitation of places at national/regional level

Bc.	<i>Bakalář</i>	JUDr.	<i>Doktor práv</i>	MVDr.	<i>Doktor veterinární medicíny</i>	Th.D.	<i>Doktor teologie</i>
BcA.	<i>Bakalář umění</i>	MDDr.	<i>Zubní lékař</i>	Ph.D.	<i>Doktor</i>	ThDr.	<i>Doktor teologie</i>
DiS.	<i>Diplomovaný specialista</i>	MgA.	<i>Magistr umění</i>	PharmDr.	<i>Doktor farmacie</i>	ThLic.	<i>Licenciát teologie</i>
Ing.	<i>Inženýr</i>	Mgr.	<i>Magistr</i>	PhDr.	<i>Doktor filozofie</i>		
Ing. arch.	<i>Inženýr architekt</i>	MUDr.	<i>Doktor medicíny</i>	RNDr.	<i>Doktor přírodních věd</i>		

The Higher Education Act does not specify subject areas for study programmes. The Accreditation Commission is responsible for deciding whether such programmes are suitable for the field in question and, if so, they are presented for accreditation by the Ministry of Education, Youth and Sports.

'Selected programmes' comprise those for which the accreditation has not yet expired; these include programmes in specific disciplines such as medical studies, veterinary studies and pharmacy, or other programmes very carefully selected by the Accreditation Commission.

Study programmes of varying length are offered at *konzervatoř* (ISCED 5B). The title awarded is DiS.

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guidance of a tutor who specifies whether the research training occurs alongside or before research. The rules for individual curricula must stipulate the proportion of theoretical knowledge. Doctoral studies are completed following a state doctoral examination and the defence of a dissertation.

Participants in doctoral programmes are considered to be regular students, with all the advantages related to this status (health insurance, social benefits for parents), up to 26 years of age. Scholarships may be granted to full-time students in doctoral programmes. If a student is also employed, he or she is entitled to a tax deduction. This is the case for full-time students up to 28 years of age and for students in other levels of study up to 26 years of age.

Higher education institutions can be of university or non-university type. According to the law, the non-university type higher education institutions cannot provide doctoral programmes. In practice, non-university type higher education institutions provide mostly Bachelor's programmes. At the beginning of the academic year 2006/07, only 15 of them offered accredited Master's programmes.

There are tertiary institutions in the Czech Republic with ISCED level 5B programmes: *vyšší odborné školy* (tertiary professional schools) and *konzervatoře* (conservatoires). However, these are governed by the Education Act. The 2006 Amendment of the Act on HEIs states that higher education institutions or faculties are free to specify special admission conditions for applicants who have already graduated from or are currently following an accredited educational programme at a tertiary professional school.

The 2005 Amendment of the Act on HEIs has introduced a section regarding **joint degree programmes** in all three cycles, which are carried out in cooperation with a foreign HEI. Graduates of these programmes are awarded a Czech academic degree and possibly also an academic degree from the foreign HEI, depending on the legislation of the particular country concerned.

In April 2005, the MEYS took the first steps towards the development of a **National Qualifications Framework** (NQF) supporting links between initial and further education. The principles of the NQF are embedded in the Act on Verification and Recognition of Further Education Outcomes,

which will enter into force on 1 August 2007. From August 2007, the qualification framework will be valid up to ISCED level 3C. It is expected that higher levels will be incorporated in the years that follow.

ECTS is not stipulated in legislation, although the award of credits and their definition are mentioned in the 2001 Amendment of the Act on HEIs. Nevertheless, all public higher education institutions have introduced ECTS or ECTS-compatible credit systems. A quick survey performed among HEIs in 2005 showed that public HEIs do not make full use of the ECTS potential and that only some private HEIs have introduced it. ECTS is also used for some doctoral programmes.

The international transfer of credits in the form of ECTS is accepted relatively widely. The national transfer of credits occurs between higher education institutions, faculties and higher education study programmes of similar types. However, problems arise if there is a transfer of credits between different types of institution, faculty and study programme.

The accumulative function of ECTS has recently been used by many places of higher education. The number of university-type HEIs

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using the accumulative function to enable their students to follow more flexible paths within a respective study programme has been growing. Technical universities in particular try to increase the attractiveness of their studies in this way.

The European **Diploma Supplement** (DS) is among the documents and papers certifying graduation from study programmes. In accordance with the 1998 Act on Higher Education Institutions, the DS used to be issued on request only. In 2004, a group of experts from higher education institutions, MEYS, ENIC/NARIC and the national DS co-ordinator prepared documentation to help HEIs meet the demand of issuing the DS to every graduate as formulated in the Berlin Communiqué. According to the 2005 Amendment of the Act on HEIs, the DS is now issued automatically and free of charge at every HEI. Although the language in which the DS is issued is determined by the HEI, in practice, all public HEIs issue the DS in both Czech and English (or another foreign language).

The **incentives** for implementing the three-cycle structure, ECTS and, if necessary, for issuing the DS are provided by the

Development Programmes according to which HEIs can submit their development projects for funding. For example, the MEYS aims to ensure the appropriate distribution of student numbers in Bachelor's, Master's and doctoral programmes. Therefore, it offers a flat 5% increase in formula funding for Bachelor's programmes and a differentiated increase in funding for doctoral programmes whose success rate shows considerable growth.

The **quality assurance** system includes self-evaluation, external evaluation, peer review and accreditation (based on a previous evaluation).

The 1998 Act on HEIs states that any higher education institution (public, state or private) has to carry out **internal evaluation** of its activities on a regular basis, specify details of the process in its internal regulations and publish the results. Internal evaluation is considered as a precondition and the point of departure for setting the Long-Term Plan of HEIs in the area of education and research and development. The internal evaluation of a HEI is also a preparatory phase for its external evaluation by the Accreditation Commission.

External evaluation and/or peer review is performed by the Accreditation Commission (AC) or its working committees unless the institutions apply for international evaluation. This Commission was established by the Act on HEIs in July 1990. It is an independent expert body composed of 21 members, including foreign experts (at present three from foreign universities). All members are appointed by the Czech Government on the recommendation of the Minister of Education, Youth and Sports. Students are not members of the AC.

The AC's tasks are to foster the quality of higher education and to evaluate all aspects of education and research as well as the scientific, developmental, artistic or other creative activities of higher education institutions. In particular, it evaluates the quality of all accredited activities of HEIs and publishes the results.

The procedures of the AC are regulated by statute; the most recent is of July 2004. The rules for accreditation application are set by the 1999 Regulation on the Content of the Application.

The Accreditation Commission decides on the time of evaluation and which HEI will

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be evaluated. It sets standards concerning staff, information technologies, literature and study materials for the accreditation of study programmes. All programmes, whether offered by public, state or private higher education institutions, must be accredited. Under the Act on HEIs, all study programmes have been re-accredited since 2002. Accreditation is awarded by the MEYS on the Commission's recommendation. The accreditation of a study programme is awarded for a maximum of ten years. The AC's approval is also required in order to receive a licence enabling the establishment of private HEIs and faculties in public HEIs, as well as for the appointment of professors and associate professors (*docent*).

The AC is also involved in determining a HEIs type (university or non-university type).

Study results within the framework of doctoral programmes are monitored and assessed by a specialist board. Several HEIs can create a joint specialist board for study programmes in the same field. The chair of the board is elected from within its members.

Since May 2002, the Accreditation Commission has been a full member of the European Association for Quality Assurance in Higher Education (**ENQA**). In order to fulfil the standards formulated by ENQA, a two-year joint project by the MEYS, the Centre for Higher Education Studies and the Czech and Slovak

ACs was launched in 2005. Its main goals are cooperation and establishment of an internal evaluation system of the AC, the establishment of conditions for mutual external evaluation (including international peer review), and cooperation in the development of the national quality assurance system in higher education.

Since 1996, the Czech Republic has also been a member of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE). The country is a founding member of the Network of Central and Eastern European Quality Assurance Agencies in Higher Education (CEEN), established in 2001.

Legislative and/or official references

Date (*)	Term in English	Term in national language
1 July 1990	Act No. 172/1990 on Higher Education Institutions	Zákon č. 172/1990 o vysokých školách
1 July 1998	Act No. 111/1998 on Higher Education Institutions and on the Amendment and Supplement to Some Other Acts (the Act on Higher Education Institutions)	Zákon č. 111/1998 o vysokých školách a o změně a doplnění dalších zákonů (zákon o vysokých školách)
10 February 1999	Regulation No. 42/1999 of the Ministry of Education, Youth and Sports of 10 February 1999 on the Content of the Application for a Study Programme Accreditation	Vyhláška č. 42/1999 Sb., Ministerstva školství, mládeže a tělovýchovy ze dne 10. února 1999 o obsahu žádosti o akreditaci studijního programu
2000	National Programme for the Development of Education in the Czech Republic (White Paper)	Národní program rozvoje vzdělávání v České republice (Bílá kniha)

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Date (*)	Term in English	Term in national language
2000-2005 (2010)	Strategic Development of Tertiary Education, MEYS	Strategie rozvoje terciárního vzdělávání, MŠMT
1 July 2001	Amendment of the Act on HEIs No. 147/2001	Novela č. 147/2001
2003 (updated 2005)	Standards of the Accreditation Commission for Judging of Applications for Accreditation Extension or Prolongation of Validity Time of Accreditation of Study Programmes or Their Fields	Standardy Akreditační komise pro posuzování žádostí o akreditaci, rozšíření akreditace a prodloužení doby platnosti akreditace studijních programů a jejich oborů
28 July 2004	The Statute of the Accreditation Commission, approved by the Government of the Czech Republic in its Resolution No. 744	Statut Akreditační komise, schválený vládou ČR usnesením č. 744
2004 and 2005	Higher Education Reform Policy (2004) and its Update (2005)	Koncepce reformy vysokého školství v ČR (2004) a její Aktualizace (2005)
January 2005	Questionnaire for Evaluation of Accredited Activities – Organisation of Accredited Bachelor’s and Master’s Programmes and Related Scholar, Research, Artistic or Other Creative Activities	Dotazník pro hodnocení akreditovaných činností – uskutečňování akreditovaných bakalářských a magisterských studijních programů a s tím související vědecké, výzkumné, vývojové, umělecké nebo další tvůrčí činnosti
1 January 2005	Amendment of the Act on HEIs No. 562/2004	Novela č. 562/2004
1 January 2005	Act No. 561/2004 on pre-primary, basic, upper secondary, tertiary professional and other education (Education Act)	Zákon č. 561/2004 o předškolním, základním, středním, vyšším odborném a jiném vzdělávání (Školský zákon)
1 January 2006	Amendment of the Act on HEIs No. 552/2005	Novela č. 552/2005
2006-2010	The Long-Term Plan for Educational, Scientific, Research, Development, Artistic and Other Creative Activities of Higher Education Institutions for 2006-2010 and its Update for the years 2006, 2007	Dlouhodobý záměr vzdělávací a vědecké, výzkumné, vývojové, umělecké a další tvůrčí činnosti pro oblast vysokých škol pro období 2006-2010 a jeho Aktualizace pro rok 2006, 2007
Will enter into force on 1 August 2007	Act on Verification and Recognition of Further Education Outcomes and on Amendments of Some Acts	Zákon o ověřování a uznávání výsledků dalšího vzdělávání a o změně některých zákonů

(*) Date of entry into force (in the case of acts and regulations)

Websites

Ministry of Education, Youth and Sports including pages of the *Akreditační komise* (Accreditation Commission), Bologna Process and higher education legislation: <http://www.msmt.cz>

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The structure of higher education is governed by the 1998 Framework Act for Higher Education (*Hochschulrahmengesetz*, or HRG), last amended in 2005. It includes the possibility of offering Bachelor's and Master's degree study courses and defines their minimum duration. Details regarding the implementation of ECTS and the DS are defined in the resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany (*Kultusministerkonferenz*, or KMK), adopted in 1998.

A degree structure based on **three main cycles** has operated on a trial basis since 1998 in the universities and the universities of applied sciences (*Fachhochschulen*).

As early as 2002, Germany created the legal basis for its higher education institutions to offer Bachelor's and Master's degree courses as part of their standard portfolio and to implement the three-cycle degree system, preferably nation-wide, by 2010. This decision was implemented in the higher education legislation of the *Länder* and in agreements on objectives with higher education institutions. In the meantime, though initially omitted courses of study in arts and music colleges

are now also included. With the 'key points for mutual recognition of Bachelor and Master degrees in study programmes with which the educational requirements for a teaching position are conveyed' dated June 2005 and the supplement to the 'Common Structural Requirements of the *Länder*' dated September 2005 the prerequisite for the two-cycle degree system in programmes for teacher training was created.

Long studies are still provided alongside those with a three-cycle structure. Medicine, veterinary medicine and dental studies are only offered as a long cycle. The Bachelor's/Master's degree structure in additional state regulated programmes remains a significant concern of education policy, which however can only be realised gradually at this time.

ISCED 5B programmes consist of one short cycle lasting three or four years.

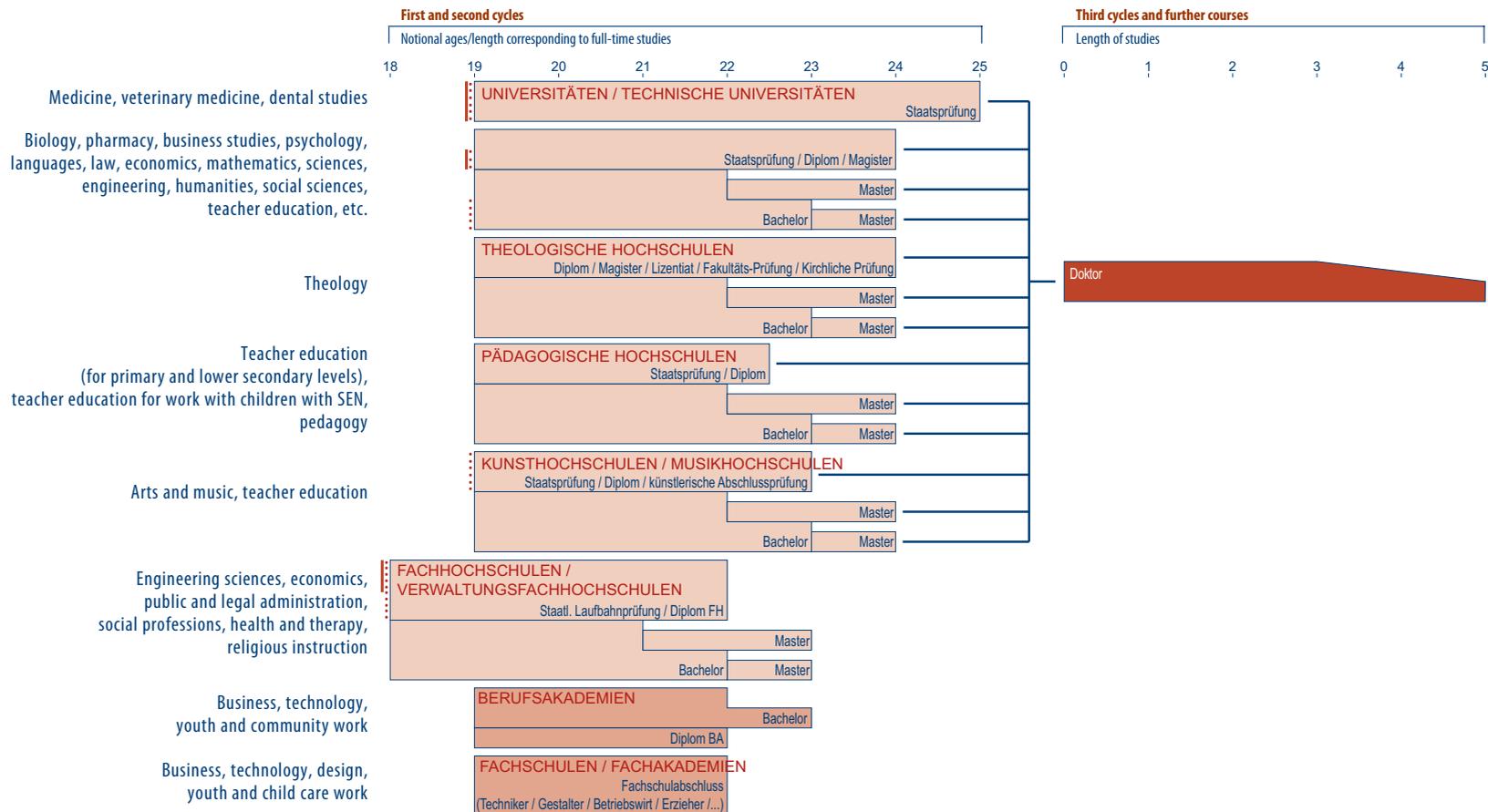
In occupationally oriented ISCED 5B programmes (offered by *Berufsakademien*), students have to acquire a Bachelor's degree before having the opportunity to transfer to ISCED 5A Master's study courses in other higher education institutions (except in the *Land* of Baden-Württemberg).

Traditionally, the **doctorate** includes an independent research project as well as final examinations. Higher education institutions stipulate the advising and evaluation procedures in their doctoral degree regulations. Since 1998, more structures forms of doctoral programmes have been offered, in which supplemental special advising structures and/or curricular sections are part of the doctoral programmes (*Graduiertenkollegs*, Graduate Schools, International Research Schools). Doctorate courses generally correspond to three to four years of full-time work as recommended in the Bergen Communiqué, but may also last longer.

As part of the Bologna Process, the KMK passed a resolution on 14 April 2000 on 'Access to the doctorate for graduates of Master's and Bachelor's study courses'. A subject-specific test procedure was fixed as a condition for direct access by Bachelor's graduates (with exceptionally good results) to the doctorate.

Taught courses within ISCED 6 research training/doctoral programmes are a matter for the individual doctorate regulations.

Students working towards a doctorate are enrolled at the university in charge of their



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure/limitation of places at institutional level
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places at national/regional level

FH *Fachhochschule* | BA *Berufsakademie*

According to the Standing Conference Resolution of 15 October 2004, accredited ISCED 5B programmes at *Berufsakademien* will give possible access to an ISCED 5A Master programme. Bachelor's/Master's programmes exist with the title of Bachelor of Science and Master of Science for students that want to specialise in Medical research.

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doctorate study courses and benefit from social security coverage and health insurance. They may sign an employment contract with the university, but this is not very widespread practice.

At national level, the joint preparation of a university and *Fachhochschule* doctorate is possible according to the specific regulations of the institutions.

For many years now **joint and double degrees** are recognised. The basis of this is found in stipulations in *Land* legislation according to which in addition to the normal degree, another degree may be awarded on the basis of an agreement with a foreign institution of higher education. Awarding joint degrees is likewise possible, given that the establishments involved are institutions of higher education or equivalent establishments according to the law of the countries involved and an adequate quality assurance is guaranteed in conformance with national regulations applicable in the participating countries. It is also possible to award joint Doctorate degrees.

The new graduation system also supports a *Master-plus* programme, which makes it easier

for foreign students with a first degree to enter the German higher education system, and an integrated double degree study programme.

The *Hochschulrektorenkonferenz* (German Rectors Conference, or HRK), the KMK and the Federal Ministry of Education and Science agreed on a **National Qualifications Framework** for German higher education degrees (*Qualifikationsrahmen für Deutsche Hochschulabschlüsse*) on 21 April 2005. The Framework regards doctoral studies as the third cycle and defines the objectives of study. But no credit points are awarded for doctoral programmes.

In September 2000, the KMK adopted general criteria (last amended in October 2004) for the introduction of credit systems based on **ECTS**. One credit is equivalent to a total of 30 hours of classroom and private study. The introduction of ECTS for the three main cycles has been mandatory since 2004. Its application to long-cycle study courses is recommended in order to promote permeability between study courses. ECTS is also used for credit transfer and accumulation within one specific course of study (in the case of transfer from one German HEI to another in Germany or abroad).

The **Diploma Supplement** (DS) has been recommended by the KMK and the HRK since 1999. Moves to introduce it in all programmes got under way in 2000 on the basis of a joint recommendation of the KMK and the HRK. From 1 January 2005, it is issued by all HEIs, and all students automatically receive it in English free of charge.

Since the three-cycle structure is nearly fully implemented, there are no specific incentives in this respect. Its implementation as well as the accreditation of study courses are monitored by the Foundation for the Accreditation of Study Courses in Germany (*Stiftung zur Akkreditierung von Studiengängen in Deutschland*).

There were no **particular financial incentives** or **control measures** regarding the full implementation of ECTS and the DS. However, to assist institutions in their initial administrative work, the HRK provided fully compatible DS software known as *Diploma Supplement Deutschland* (DSD).

In addition, the HRK has opened a Bologna Information Centre. The centre provides online services to support HEIs in implementing the Bologna Process.

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Quality assurance in education and research at HEI's occurs for the most parts by means of procedures implemented since 1995 of internal and external education evaluation and by means of the accreditation of degree courses implemented since 1998. In 1998, an accreditation process was introduced for degree courses of the two-cycle degree system. Was the law resolved in February 2005 on the establishment of a 'Foundation for the Accreditation of Degree Courses in Germany' the accreditation process was given a new legal foundation. The task of the accreditation process is the assurance of technical standards in regards to the content which includes reviewing the degree course concept, the educational feasibility of course options, the quality of instruction as well as reviewing professional relevance and promoting gender equality. Accreditation is a procedure of external quality assurance. It is based on the principle of 'peer review'. Alongside academics, participants include students, representatives from social partners as well as international experts.

The accreditation system is characterised by local agencies, which carry out the accreditation of degree courses and one

central accreditation establishment (German Accreditation Council – *Akkreditierungsrat*), which accredits and reaccredits the agencies as well as ensures the basis requirements for the procedure by means of definitions so that accreditation is executed according reliable, transparent standards. At the same time, the German Accreditation Council makes certain that the concerns of the entire system for which the community of the *Länder* (*Ländergemeinschaft*) are responsible are taken into consideration in the context of the accreditation. The state is not directly involved in the accreditation procedures.

The Accreditation Council also works to ensure fair competition among the accreditation agencies. It contributes to bringing German interests to bear on international quality assurance networks and accreditation institutions by promoting, amongst other things, communication and cooperation between the agencies.

The composition of the Council reflects both the 'cross-societal' scale of the reform process and the need for its acceptance among stakeholders. It comprises four representatives from higher education, four from the *Länder*,

five practitioners from various professions, two students and two international members.

Evaluation has been stipulated by law as a general task of HEI's since 1998. The country has no national coordinating evaluation body, but it has, however, developed an infrastructure of institutions comprising initiatives at *Länder* level (agencies) or at regional and cross-regional level (networks and associations).

In their design, the evaluation procedures largely meet Bologna requirements (in-house review, external peer review – often with international participation, involvement of student reviewer and publication of the results in appropriate form).

HEIs are institutions of the *Länder*. The *Länder* have to guarantee the equality of study courses, examinations and final examinations, as well as the possibility of moving from one university to another. The aim of enhancing the efficiency of HEIs in terms of teaching is central to reform efforts.

Mandatory accreditation of Bachelor and Master programmes is to be based on the *Ländergemeinsame Strukturvorgaben* (Common Structural Requirements of the *Länder*).

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In accordance with the principles for the future development of quality assurance for all *Länder* and institutions of higher education, adopted by the KMK in 2004, the system of accreditation is to be extended to all courses of study in the long term.

The Accreditation Council, as well as certain accreditation agencies, have been full members of the European Association for Quality Assurance in Higher Education (**ENQA**) since 2002. The Accreditation Council is also a member of the German-speaking Network of Accreditation Institutions (D-A-CH), the

European Consortium for Accreditation in Higher Education (ECA) and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

The accreditation agencies are subject to supervision by the Accreditation Council.

Legislative and/or official references

Date	Term in English	Term in national language
3 December 1998	Introduction of an Accreditation Procedure for Bachelor's/ Bakkalaureus and Master's/Magister Study Courses (Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs)	Einführung eines Akkreditierungsverfahrens für Bachelor-/ Bakkalaureus- und Master-/Magisterstudiengänge (Beschluss der Kultusministerkonferenz)
14 April 2000	Resolution on access to the doctorate for graduates of Master's and Bachelor's study courses (Resolution of the Standing Conference)	Zugang zur Promotion für Master-/Magister- und Bachelor-/Bakkalaureusabsolventen (Beschluss der Kultusministerkonferenz)
12 June 2003	10 Theses for the Bachelor's and Master's Structure in Germany (Resolution of the Standing Conference)	10 Thesen zur Bachelor- und Masterstruktur in Deutschland (Beschluss der Kultusministerkonferenz)
15 October 2004	Benchmarks for the Further Development of Accreditation (Resolution of the Standing Conference)	Eckpunkte für die Weiterentwicklung der Akkreditierung (Beschluss der Kultusministerkonferenz)
22 October 2004	General Framework for the Introduction of Credit Systems and the Modularisation of Degree Programmes (Resolution of the Standing Conference)	Rahmenvorgaben für die Einführung von Leistungspunkten und die Modularisierung von Studiengängen (Beschluss der Kultusministerkonferenz)

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Date	Term in English	Term in national language
16 December 2004	Agreement on the Foundation 'Foundation: Accreditation of Study Courses in Germany' (Agreement of the Standing Conference)	Vereinbarung zur Stiftung 'Stiftung: Akkreditierung von Studiengängen in Deutschland' (Vereinbarung der Kultusministerkonferenz)
15 February 2005	Law on the Installation of the Foundation 'Foundation for the Accreditation of Study Courses in Germany'	Gesetz zur Errichtung einer Stiftung 'Stiftung zur Akkreditierung von Studiengängen in Deutschland'
21 April 2005	Qualifications Framework for German Higher Education Degrees (Resolution of the Standing Conference)	Qualifikationsrahmen für Deutsche Hochschulabschlüsse (Beschluss der Kultusministerkonferenz)
22 September 2005	Common Structure Guidelines of the <i>Länder</i> according to paragraph 9.2 HRG for the Accreditation of Bachelor's and Master's Study Courses (Resolution of the Standing Conference)	Ländergemeinsame Strukturvorgaben gemäß § 9 Abs. 2 HRG für die Akkreditierung von Bachelor- und Masterstudiengängen (Beschluss der Kultusministerkonferenz)

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The recent developments linked to the Bologna Process in Denmark are specified in the Ministry of Science, Technology and Innovation's Order of May 2004 on university Bachelor's and Master's programmes, which was issued under the May 2003 Universities Act, and the June 2004 Ministry of Culture Order on education in music academies and the Opera Academy. The University Act does not contain any provisions regarding the structure and content of the programmes.

A Bachelor's/Master's degree structure based on **two main cycles** was introduced in Denmark at the end of the 1980s. The above legislation established a 3+2 structure (or in certain cases 3+2½ or 3+3) in all university disciplines. The 3+2 structure has been implemented in most of the programmes offered in long-cycle institutions, with a few exceptions for programmes offered within the field of art and culture.

A Bachelor's/Master's structure does not apply to ISCED level 5B. Transferring from ISCED level 5B programmes to ISCED level 5A is not usually possible. Only under certain circumstances is it possible to go on to study for a Master's degree (ISCED 5A) in the same field of study, i.e. a Master's programme or

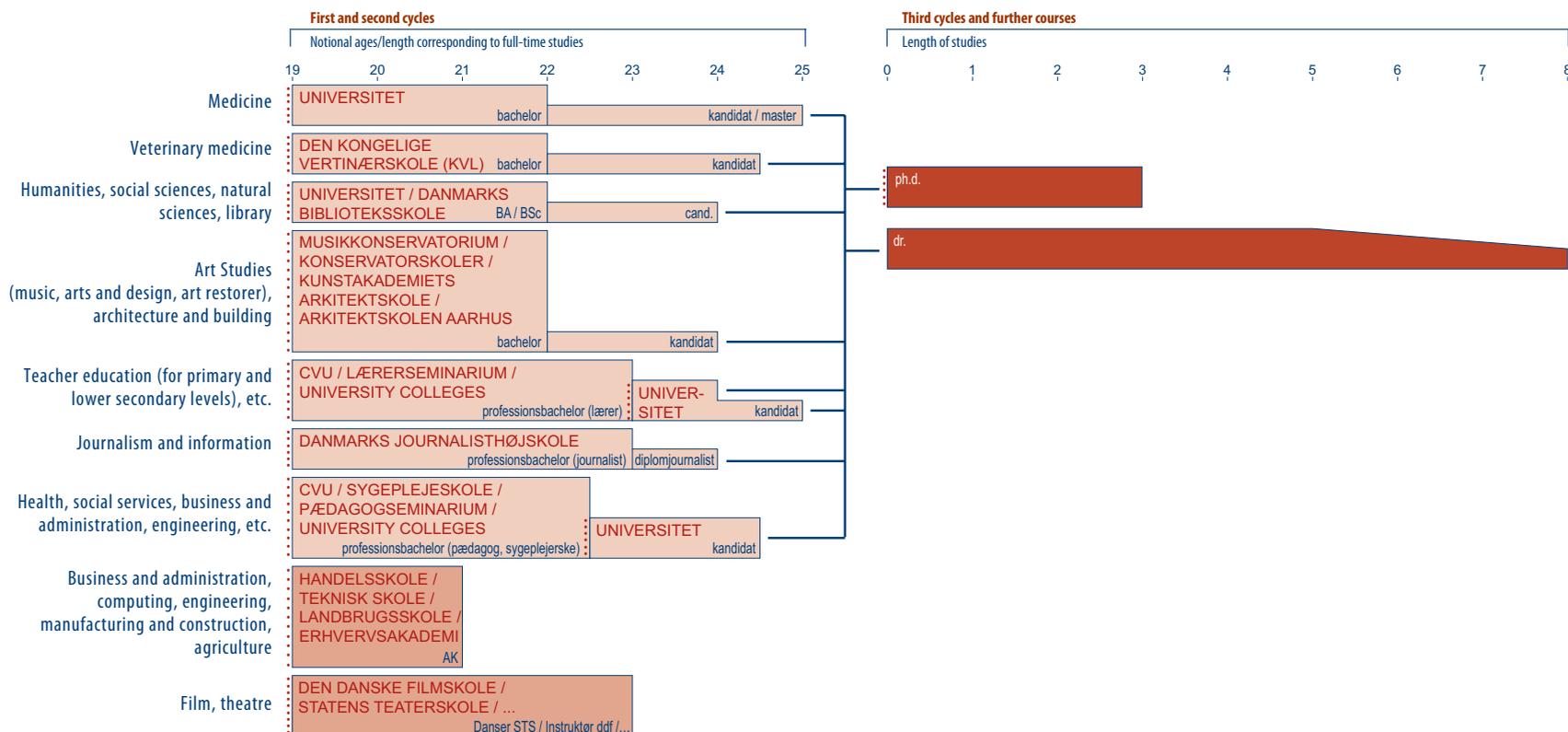
a specific Master's programme. However, the conditions for being admitted to these programmes are decided by the individual university (institution offering a long-cycle educational programme) which the student applies to for further studies.

In line with the Bologna Process, the professional Bachelor's degree (*Professionsbachelor*) has been implemented for non-university medium-cycle programmes since 2001 under the 2000 Act on Medium-cycle non-university education. The Ministry of Education is the regulatory authority for all institutions offering professional Bachelor's degree programmes. The professional Bachelor's degree is awarded after three to three and a half years of study (180-210 ECTS credit points) at the level corresponding to university Bachelor's programmes (ISCED 5A). The medium-cycle programmes usually prepare students for a specific profession (e.g. teacher training programmes, programmes in social work, journalism, nursing, engineering, etc.). All professional Bachelor's degree programmes include compulsory periods of practical training/in-service training and require the submission of a project/project paper. Most programmes give access to further studies

in the same field, i.e. a Master's programme or, on certain conditions, a specific Master's programme of particular relevance to the professional field in question.

Since 1992, the **third-cycle Ph.D programme** has corresponded to three years of full-time study following the completion of an ordinary Master's degree. According to the 2002 legislation, the Ph.D programme includes supervised work on an independent research project (the Ph.D project); preparation of a written thesis based on the Ph.D project; and satisfactory completion of research (Ph. D) courses approved by the institution. The total course workload must correspond to approximately 30 ECTS credit points and must include participation in research activities, including visits to other – mainly foreign – research institutions, or similar undertakings; and teaching experience or experience in the dissemination of knowledge, directly related as much as possible to the Ph.D project in question.

Ph.D students operate both as students and 'early stage' researchers. They are only paid during the three-year period covered by the programme. Every six months, a supervisor assesses the progress in order to ensure



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure/limitation of places at institutional level
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places at national/regional level

AK	Akademineveau	cand.	Candidatus	STS	Statens Teaterskole
BA	Bachelor of arts	CVU	Center for Videregående Uddannelse	dr.	Doctor
BSc	Bachelor of science	ddf	Den Danske Filmskole	ph.d.	Doctor philosophiae/Philosophiae Doctor

The *Professionsbachelor* gives access primarily to *candidatus* programmes related to the professional field in question. However, the institution offering the *candidatus* programme determines the specific requirements for access.

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that they are meeting the requirements of their individual Ph.D plan. All Ph.D students are subject to income tax in line with other salaried employees. If the Ph.D is delayed due to lengthy illness or maternity/paternity leave, the period of employment may be prolonged upon individual application.

Ph.D students receive pension savings in line with other employees with a Master's degree who are employed by the state, according to the regulations determined by the collective agreement between the Danish Confederation of Professional Associations (*Akademikernes Centralorganisation*) and the state. Accordingly, the Ph.D student's own contribution to the pension savings comprises one-third, and the employer's contribution comprises two-thirds.

In addition, another type of **doctoral degree (dr.)** can be obtained by researchers, normally after a minimum of five to eight years of individual original research and the public defence of a dissertation. In the Ministerial Act for the doctoral degree it is mentioned that the researcher usually has a Master's degree and/or a Ph.D before applying for a doctoral degree, however it is not a legislative requirement.

Currently, a doctorate cannot be undertaken or awarded at two or more universities together. Provisions concerning the Danish doctoral degree are found in the Ministry of Education Order of August 1996 on doctoral degrees.

In general, national law/official regulations do not provide for international **joint or double degrees** (Bachelor's, Master's, doctorate) taken and awarded at two or more universities.

A **National Qualifications Framework** for higher education was introduced in 2003 and is being implemented at higher education institutions. It provides a systematic description of levels and types of qualification within a given education system, mainly based on a description of learning outcomes.

The use of the **ECTS** credit point system became mandatory in all higher education study programmes on 1 September 2001. ECTS is used not only for credit transfer but also as an accumulation system towards the final degree. Since 2000, the executive order for examination (*Eksamensbekendtgørelsen*) has required ECTS information to appear on all examination certificates awarded by the educational institution.

Use of the **Diploma Supplement (DS)** became mandatory on 1 September 2002. All higher education institutions have since been obliged to issue the Diploma Supplement automatically in English to all graduates. It is issued free of charge.

As regards follow-up (**incentives** and control measures), no special measures have been implemented. The three-cycle structure has existed for all educational programmes since 2001. A few educational programmes (mainly under the Ministry of Culture) have not yet undergone changes to comply with this new structure, and some have no plans to do so in the near future.

In 2002, CIRIUS (the Danish national agency for the Leonardo da Vinci, Socrates and Youth and for Nordic and Danish education programmes and initiatives) conducted research on the use of ECTS in medium-cycle and higher educational programmes, to establish how far the institutions are in the implementation process. There are no updated data on the implementation process available for 2006.

In the field of **quality assurance**, the Consolidated Act of September 2000 established the Danish Institute of Evaluation

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(*Danmarks Evalueringsinstitut, EVA*) as an independent national agency under the auspices of the Ministry of Education. At the time of its establishment, EVA incorporated the Danish Centre of Evaluation, which carried out external evaluation of higher education from 1993 to 1999. EVA is responsible for external quality assurance at all levels of education in Denmark, including higher education (public and private subsidised higher education institutions). It initiates and conducts systematic evaluations of higher education programmes. Its activities may include institutional, auditing and other forms of evaluation. EVA may initiate evaluations on request. These evaluations are conducted as revenue-generating activities and may be requested by government, ministries, advisory boards, local authorities and educational establishments.

A board is responsible for the overall supervision of EVA. It appoints the Executive Director of EVA and draws up the programme for the year's activities on the recommendation of the Executive Director. A Committee of Representatives has been set up as an advisory body including representatives from student bodies. Members of the committee are all

elected for three years – student representatives are elected for two years. The committee comments on the EVA annual report and the priority of planned activities. For each evaluation, EVA appoints a group composed of individuals with special expertise in the field concerned. All members must be independent of the programmes/institutions evaluated. As a general rule, EVA tries to recruit at least one Nordic member for each evaluation.

All evaluation reports are published.

The institutions evaluated are responsible for follow-ups. Evaluated institutions must prepare a follow-up plan which takes the recommendations of the evaluation report into consideration.

Public announcement of the follow-up plan must be made no later than six months after publication of the report, and must be made available on the institution's website.

Institutions are required to set up their own **internal quality assurance** procedures. The Universities Act specifies the role of deans, heads of department and study boards in assuring and developing the quality of education and teaching. Self-evaluation, in

which students normally participate, is an integral mandatory part of any evaluation.

In October 2006, EVA published the report 'Review of Chemistry Programmes – In Denmark and the United Kingdom', a comparative analysis of the universities' chemistry programmes focusing on the implementation of the 3+2 structure and ECTS. The evaluation will be published in cooperation with the British Royal Society of Chemistry.

Accreditation of all programmes leading to a professional Bachelor's degree began in 2004. EVA conducts the accreditation/evaluation, and the Ministry of Education makes the accreditation decision. EVA also conducts accreditation of private courses as part of the Ministry of Education procedure determining whether students at private teaching establishments should be eligible for Danish state study grants.

The relevant ministries decide which institutions can offer which programmes. All decisions are based on considerations concerning the institution's ability to deliver a programme which meets certain quality requirements. When an institution is given the right to offer a certain programme, it must

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design the programme within a framework laid down by ministerial order.

EVA is a full member of the European Association for Quality Assurance in Higher Education

(ENQA). EVA also cooperates with and participates in the Nordic Network and SICI (Standing International Conference of Central and General Inspectorates of Education), and

is full member of INQAAHE (International Network for Quality Assurance Agencies in Higher Education).

Legislative and/or official references

Date	Term in English	Term in national language
14 August 1996	Ministerial Order on the Danish doctoral degree (Ministerial Order No. 750)	Bekendtgørelse om doktorgrader (bkg. nr. 750)
31 May 2000	Act on Medium-cycle Non-university Education (Act. No. 481)	Lov om mellemlange videregående uddannelser (Lovbekendtgørelse nr. 481)
12 September 2000	Act on the Danish Institute of Evaluation (Consolidated Act No. 905)	Lov om Danmarks Evalueringsinstitut (lovbekendtgørelse nr. 905)
19 February 2001	Ministerial Order on Professional Bachelor's Education (Ministerial Order No. 113)	Bekendtgørelse om uddannelsen til professionsbachelor (bkg. nr. 113)
8 March 2002	Ministerial Order no. 114 on the Ph.D Course of Study and on the Ph.D Degree	Bekendtgørelse om ph.d.-uddannelsen og ph.d.-graden (bkg. nr. 114)
28 May 2003	Universities Act (Act No. 403)	Lov om universiteter (lov nr. 403)
6 May 2004	Ministry of Science, Technology and Innovation Order on university Bachelor's and Master's programmes (Ministerial Order No. 338)	Bekendtgørelse om bachelor- og kandidatuddannelser ved universiteterne (bkg. nr. 338)
8 June 2004	Ministry of Culture Order on education in music academies and the Opera Academy (Ministerial Order No. 511)	Bekendtgørelse om uddannelserne ved musikkonservatorierne og Operaakademiet (bkg. nr. 511)
19 August 2004	Ministerial Order on Examinations in University Programmes (Ministerial Order No. 827)	Bekendtgørelse om eksamen ved universitetsuddannelser (eksamensbekendtgørelsen) (bkg. nr. 827)
10 August 2005	Ministerial Order on the Danish Institute of Evaluation (Ministerial Order No. 775)	Bekendtgørelse af lov om Danmarks Evalueringsinstitut (bkg nr. 775)
21 March 2006	Ministerial Order on universities (Ministerial Order No. 280)	Bekendtgørelse af lov om universiteter (Universitetsloven) (bkg. Nr. 280)

Websites

EVA evaluation of the implementation of the three-cycle structure and ECTS in all Danish chemistry programmes:

http://www.eva.dk/Projekter_2005/International_evaluering_af_kemi/EVALuering_december_2006.aspx

ESTONIA

The general principles of legislation relevant to higher education are set out in the 1995 Universities Act (amended in 2004) and in the Professional Higher Education Institutions Act (1998 and 2004). The Vocational Education Institutions Act (1998 and 2004), the Private Schools Act (1998 and 2004) and the Adult Education Act (1993 and 2004) also regulate certain aspects of higher education.

Since the 2002/03 academic year, university (*ülikool*) programmes have been structured into **three main cycles**. The Master's degree (*magistrikraad*) requires 40 national credits (60 ECTS) if it follows a Bachelor's degree of 160 credits, and 80 credits if it follows a Bachelor's degree of 120 credits. The 3+2 model (3-year Bachelor's programme followed by 2-year Master's programme) is more common than the 4+1 model.

The two-cycle structure applies to most disciplines, with the exception of medicine, pharmacy, dentistry, veterinary medicine, architecture, civil engineering and teacher training (grades 1 to 6). Professional higher education programmes mostly continue to follow the one-cycle structure. However, since 1 January 2004, in addition to universities, professional higher education institutions

(*rakenduskõrgkool*) have been able to offer Master's-level programmes in theology and defence, and in other fields in cooperation with universities, depending on public needs.

It is possible to continue studies at Master's level (ISCED 5A) after completing the professionally oriented first-level study programme in a professional higher education institution or at university.

Existing programmes leading to **doctorates** (*doktorikraad*) last 3 or 4 years and can be accessed after completion of a Master's degree (*magistrikraad*) or when qualifications correspond to the *magistrikraad*. Additional admission criteria may be set by each university. Universities award doctoral degrees based on individual research and the attendance of a certain amount of theoretical courses.

Theoretical courses in PhD programmes usually have an appointed amount of minimum workload which may differ from one university to the next. These courses are compulsory and can be completed in parallel to the preparation of individual research. Doctoral students can qualify as researchers and apply for research grants already during their studies.

The reform of the doctoral programmes in the framework of the Bologna Process has begun and should be completed by 2007/08. The main change in new programmes will be greater attention to research methodology, philosophy of science, etc., which are no longer part of the Master's programmes.

It is not yet possible to award **joint degrees** at any level (Master's or doctorate). Funding is being provided for internationalisation efforts in universities as well as at national level. The Nordic and Baltic countries are the main area of focus for international cooperation for all higher education institutions (HEIs), but institutional cooperation agreements have been signed with HEIs all over the world.

The Estonian Professional Qualifications System (*Riiklik kutsevalifikatsiooni süsteem*) was launched in 1997. The Qualifications Framework is regulated by the Professions Act. It provides the basis for the development of the requirements for professional qualifications and the conditions and procedure for the attestation and award of professional qualifications. Professional qualifications are divided into five levels (with level I being the lowest and level V, the highest). Qualifications are awarded by professional councils establish-

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ed by the government. In 2006, there were 16 councils in Estonia. The Ministry of Education and Research exercises state supervision over the activities of professional councils upon compliance with the requirements provided for in the Professions Act.

ECTS exists next to the national credit system (1 national credit point equals 1.5 ECTS), which is based on student workload and corresponds to 40 working hours a week, and 40 weeks/credits per academic year. Since 1995, ECTS have been used voluntarily by most higher education institutions involved in the Socrates (Erasmus) programme. According to the draft legislation, from the 2008/09 academic year, ECTS has to be introduced in all higher education institutions. A final decision in regard to all aspects of ECTS has not been taken yet, but credit points are already used both for transfer and accumulation.

The **Diploma Supplement** (DS) has been implemented and has been compulsory for all higher education institutions since 1 January 2004. It is free of charge and issued automatically in Estonian and English to all students who have completed specialised studies (e.g. professional higher education,

Master's, integrated curricula of Bachelor's and Master's or doctoral studies). The DS is issued upon request in the case of students who have completed Bachelor's studies only, as they usually continue their studies at Master's level.

Legislation for implementation of the three-cycle-structure, ECTS and DS exists. There are no extra funding mechanisms for implementation

Public universities entered into a **Quality Assurance** Agreement in June 2003, which establishes requirements for curricula, academic posts and academic degrees. In accordance with the agreement, the universities have started to harmonise quality requirements in the three areas indicated, and undertook to apply the requirements by the start of the 2004/05 academic year. The agreement includes an obligation to conduct a performance assessment of the previous academic year every September. Two private institutions have also joined the agreement.

Few institutions have a fully fledged **internal quality** management system in place, but many are working to develop one.

External evaluation is carried out mostly in the form of accreditation but also by the

Ministry of Education and Research. The Ministry has the power to undertake regular monitoring activities concerning the study process, and the authority to intervene when the performance of higher education institutions does not comply with legal regulations.

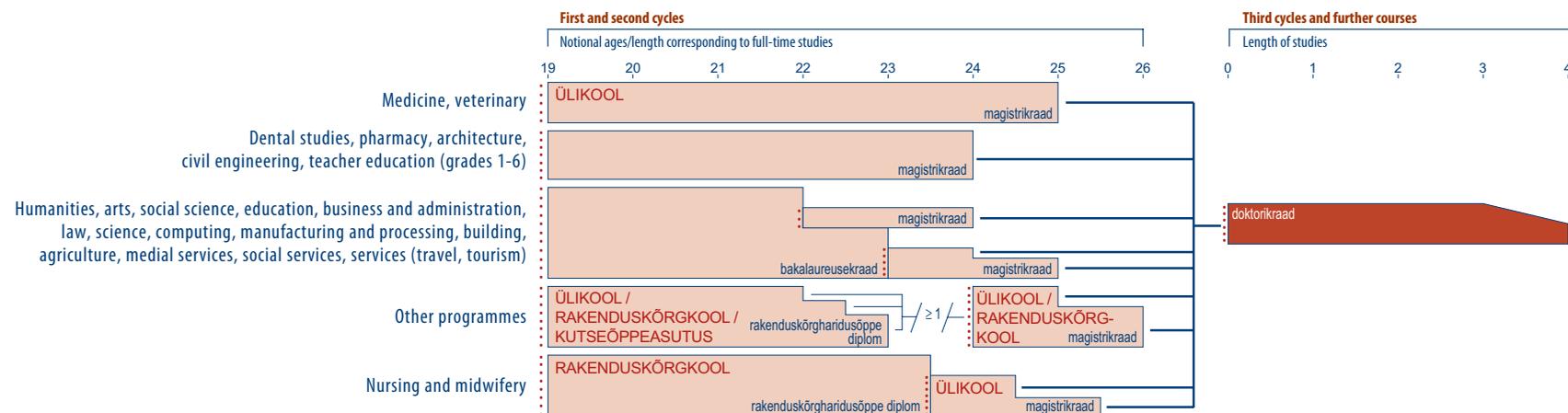
The Rectors' Conference has initiated the development of a quality handbook and criteria for university education. The first results of this ongoing University Quality Agreement initiative were published in 2005. 15 quality criteria, which underwent a first round of evaluation in 2005/06, were identified. Problems discussed include regulations for opening curricula, the structure of curricula, and procedures for defending PhD dissertations or for fulfilling academic positions.

In the field of **accreditation**, the Higher Education Quality Assessment Council (HEQAC, *Kõrghariduse Hindamise Nõukogu*), founded in 1995, coordinates the overall accreditation process and advises universities and other higher education institutions in the preparation of self-evaluation documents. Its main activities include the accreditation of curricula, definition of standards for

ESTONIA

HIGHER EDUCATION STRUCTURE

2006/07



Source: Eurydice.

□ ISCED 5A (1st or 2nd programme)	■ ISCED 6 programme	⋮ Selection procedure/limitation of places at institutional level	/ n / Compulsory work experience + its duration
▨ ISCED 5B (1st or 2nd programme)	□ Further qualification	▬ Selection procedure/limitation of places at national/regional level	

Since January 2004, *rakenduskõrgkool* have been able to offer the *magistriõpe* degree. Institutions are authorised to award the *magistriõpe* by government decree.

After obtaining the *rakenduskõrgharidusõppe diplom*, graduates of 'other programmes' may move directly to *ülikool*. They need at least one year of professional experience if they want to proceed to *rakenduskõrgkool*.

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higher education, disclosure of accreditation decisions and issuing recommendations. The HEQAC comprises 12 members who are representatives from higher education institutions, research and development organisations, professional associations, employers' associations and student unions. At least one student union representative with full membership rights must participate in the HEQAC's work.

The role of the Higher Education Accreditation Centre (HEAC, *Kõrghariduse Akrediteerimise Keskus*), established in 1997, is to perform all practical work related to accreditation. The first round of accreditation was completed from 1997 to 2002. The HEAC has been a full member of the European Association for

Quality Assurance in Higher Education (**ENQA**) since 2002. It has not yet been subject to peer review by another quality assurance agency.

In general, the methods and processes of quality assurance have been established in accordance with those suggested by the ENQA. Yet there is room for improvement, mostly regarding the organisation of accreditation, which is complex due to the changes in the system. After a site visit, the expert panel compiles a report. On the basis of self-evaluation by the higher education institutions and the report from foreign experts, the HEQAC takes the accreditation decision. Full accreditation lasts for 7 years and conditional accreditation for 3 years. In the event of a negative decision, the specific curricula must

be withdrawn. The results of accreditation are published and are available on the Internet.

Until 2003, the HEQAC had the full right to decide on the accreditation result. Currently, the Minister of Education and Research has, by way of exception, the right to reject the HEQAC's accreditation proposal once and ask for a new overview before its final verification. Most university programmes, and a smaller proportion of those offered by professional higher education institutions, are accredited. Three universities have undergone institutional accreditation. Since 2003, student representatives who are members of the HEQAC are entitled to participate in the accreditation process at this stage and provide input to the internal evaluation report.

Legislative and/or official references

Date	Term in English	Term in national language
Adopted on 10 November 1993 (amended on 5 July 2004)	Adult Education Act	Täiskasvanute koolituse seadus
Adopted on 12 January 1995 (amended on 1 September 2004)	Universities Act	Ülikooliseadus
Adopted on 3 June 1998 (amended on 19 November 2004)	Private Schools Act	Erakooliseadus

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Date	Term in English	Term in national language
Adopted on 10 June 1998 (last amended on 13 May 2004)	Institutions of Professional Higher Education Act	Rakenduskõrgkooli seadus
Adopted on 17 June 1998 (amended on 19 November 2004)	Vocational Education Institutions Act	Kutseõppeasutuse seadus
Adopted on 13 June 2000 (amended on 5 September 2003)	Regulation of the Government of the Republic <i>Higher Education Standard</i>	Kõrgharidusstandard. Vabariigi Valitsuse määrus
23 October 2003	Regulation of the Government of the Republic Procedure for Accreditation of Universities, Institutions of Professional Higher Education and their Curricula and Requirements for Accreditation	Ülikooli ja rakenduskõrgkooli ning nende õppekavade akrediteerimise kord ja akrediteerimisel esitatavad nõuded. Vabariigi Valitsuse määrus
1 September 2004	Regulation of the Government of the Republic on designation of academic degrees	Õppeasutuste antavate akadeemiliste kraadide nimetuste loetelu. Vabariigi Valitsuse määrus.
29 October 2004	Regulation of the Government of the Republic on general requirements for regulated professions	Arstiõppe, loomaarstiõppe, proviisoriõppe, hambaarstiõppe, ämmaemandaõppe, õeõppe, arhitektiõppe ja ehitusinseneriõppe raamnõuded. Vabariigi Valitsuse määrus.
12 June 2005	Regulation of the Government of the Republic on correspondence of qualifications of the Estonian Republic and former Soviet Union issued before 20 August 1991	Eesti Vabariigi kvalifikatsioonide ja enne 20. augustit 1991. a antud endise NSV Liidu kvalifikatsioonide vastavus. Vabariigi Valitsuse määrus.
16 April 2006	Regulation of the Government of the Republic on Procedures and Criteria for the Assessment of Foreign Qualifications and Periods of Study	Välisriigi haridust tõendavate dokumentide hindamise ja akadeemilise tunnustamise ning välisriigi haridussüsteemis antud kvalifikatsiooni nimetuse kasutamise tingimused ja kord. Vabariigi Valitsuse määrus.

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Since March 2004, the education system has been in a transitory phase. Therefore, the Ministry of Education has launched a national-level debate within the framework of the National Education Council (Εθνικό Συμβούλιο Παιδείας – ESYF) and the Greek Parliament Standing Committee on Cultural and Educational Affairs. Top priority has been given to the modernisation of the Greek higher education system according to the developments of the EHEA.

Under the auspices of the Ministry of Education, higher education institutions and the active participation of stockholders, the implementation of the Bologna Process has been promoted by a number of legislative reforms.

The Ministry of Education is drawing up a new legislative framework on the structure and operation of higher education institutions. Moreover, the government has committed to reforming Art. 16 of the constitution, and thus permit the operation of private higher education institutions under certain conditions.

The degree structure has been based on **three main cycles** since the beginning of the

1980s. The first cycle leads to the first degree (*ptychio* or *diploma*) in both sectors of higher education, i.e. the university and technological sectors (both at ISCED 5A level). The second cycle leads to the second degree, which is called a postgraduate specialisation diploma (equivalent to the Master's degree), and to the third degree (doctorate). Second-cycle programmes are offered only in the university sector. Studies in the fields known as regulated professions (medicine and surgery, agriculture, arts, dental studies, pharmacy, veterinary medicine and engineering) last for five to six years.

However, there is legal provision for Technological Educational Institutions (TEIs) to establish consortia with universities in the development of Master's programmes. Given the fact that TEIs are subject to evaluation procedures carried out by the Hellenic Quality Assurance Agency (Αρχή Διασφάλισης Ποιότητας – ADIP), they will be in a position to co-organise Master's programmes with universities.

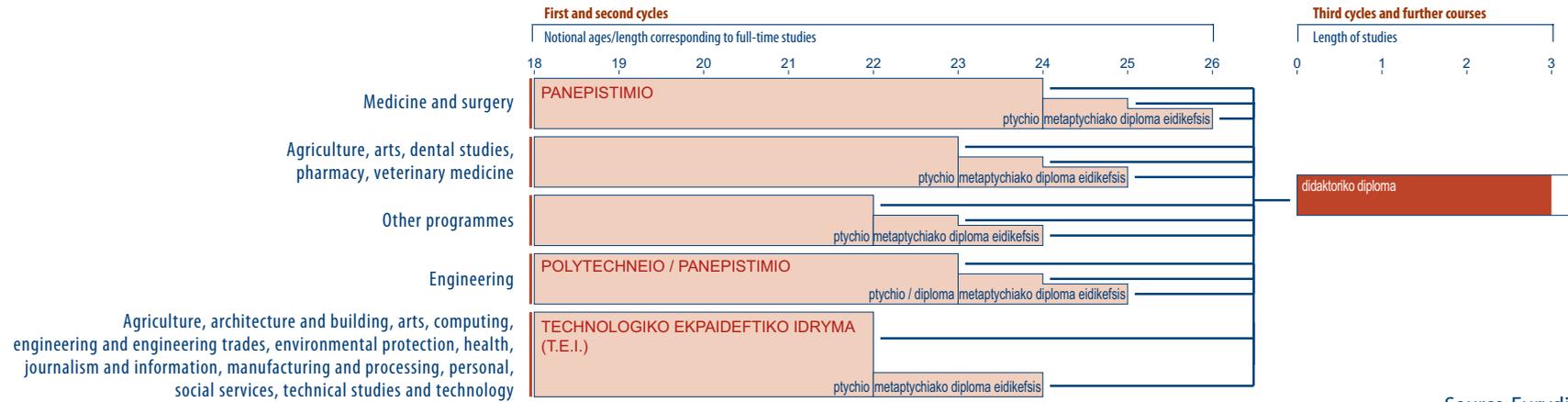
ISCED 5B programmes do not exist in Greece.

A **doctorate** is obtained after at least three years of original research, including the

preparation and writing of a thesis. In some doctoral programmes, theoretical courses are compulsory and are taken prior to individual research. The law used to enable a graduate with a first degree (*ptychio*) to gain access to doctoral studies, but this no longer applies. Most faculties offer Master's programmes, and students who wish to proceed with doctoral studies are required to have a second degree (Master's). Only faculties that do not offer second-cycle programmes (due to practical reasons only) accept students without a second qualification for doctoral studies.

Doctoral candidates who are actively involved in a research programme may be employed by a university institution and provide their services as assistants, either to professors and research faculty members, or in the context of research programmes. Doctoral candidates who are not employed by the institution do not have a special status/advantages.

Under the 2004 law, a new international scheme for **joint Master's degrees** has been established. This provides for cooperation between institutions to work out the details concerning the organisation and functioning of postgraduate study programmes which lead to joint qualifications. Art. 23 of law 3404



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure/limitation of places at institutional level
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places at national/regional level

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issued in 2005 sets up some new regulations concerning the status of interuniversity cooperation in the field of postgraduate studies.

The law also foresees the establishment of joint doctoral studies through the cooperation of two institutions. The writing of a thesis is supervised by two tutors, one from each institution. For these joint postgraduate programmes, a Special Cooperation Protocol is signed by the universities, defining the content, operation and status of the joint programmes. Four joint Master's programmes involving Greek and French universities have been launched, while three more are currently under way. Another cooperation programme between a Greek and an English university will be enacted. Similar cooperation with German universities is also under consideration by the Greek and German rectors' conferences.

Following a ministerial decision, a committee dealing with the **National Qualifications Framework** was set up, including representatives of the Ministry of Education, students, the rectors' conference, the technological sector, social partners, the Hellenic Organisation of Academic Degrees Recognition and Information (DOATAP, which

is a member of the ENIC/NARIC network), and the ADIP. The committee will submit a report by December 2006.

A national credit system has existed in both sectors of higher education since the beginning of the 1980s. This is in fact an accumulation system in which the credits are directly equivalent to the weekly hours of instruction, as far as the university sector is concerned (e.g. a course of four teaching hours per week corresponds to four credits). However, **ECTS** is used by institutions in both sectors as a transfer system for European mobility programmes. The new 2005 law on Quality Assurance in Higher Education makes the use of ECTS for transfer and accumulation compulsory in two-cycle programmes at all higher education institutions. Currently, ECTS is being fully implemented and both systems are in use.

The **Diploma Supplement** (DS) has been incorporated into the educational system by the 2005 law. According to the 2006 ministerial decision, the DS is issued on a compulsory basis. It is available automatically, free of charge, in Greek and English. Universities use the format issued by the European Union, the Council of Europe and Unesco.

No **incentives** (such as financial, administrative or counselling services) or any kind of **control measures** have been introduced by the public authorities to encourage full implementation of the three-cycle structure, ECTS and the DS.

The ADIP was established by the 2005 Law on Quality Assurance in Higher Education. The Agency operates at two levels, namely that of **internal** as well as **external evaluation** and review schemes.

The ADIP aims at quality improvement in higher education institutions through external evaluation processes. The responsibilities of the agency are specified within a legislative framework and mainly involve the evaluation of study programmes and institutions, as well as organisational audit. The autonomy and independence of the body responsible for quality assurance in terms of procedures, methods and the persons in charge is safeguarded by law, in order to secure the effectiveness and validity of the process as well as fairness, transparency and the acceptance of results.

The governing body of the agency consists of the following: one scientist with

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internationally acknowledged authority and significant research work, active professors serving in the university and technological sector of higher education, two student representatives, a prominent researcher from a non-academic research institution, and, finally, one representative of the Central Union of Chambers. The agency is also subject to peer review; international experts participate in the governance and the external evaluation of the agency. Meanwhile, it is recommended and encouraged that at least one foreign expert or specialist, (i.e. high ranking professor) participates as a member or observer of each external review team for evaluating higher education institutions.

The agency works in close cooperation with the higher education community and takes the needs of society into account – particularly public and private stakeholders, including students, and the labour market – when devising its strategies.

One of the main tasks of the agency is to develop a set of standards, procedures and guidelines on quality assurance. In this sense, the evaluation standards, established by the ADIP, are fully harmonised with the criteria and methodologies set out by the European

Association for Quality Assurance in Higher Education (**ENQA**).

In terms of the evaluation process, site visits are a standard element, as well as meetings, interview tours of facilities and the examination of documentary evidence.

The results of external evaluation are summarised in the independent experts' evaluation report. The external evaluation committee draws up the draft external evaluation report and sends it to the academic unit under evaluation, which submits its remarks within a fifteen-day time limit. The final external evaluation report is forwarded to the institution's quality assurance unit, which then sends it on to the relevant academic unit. The publication of the final external evaluation report is compulsory and the ADIP is the body responsible. Its results are also communicated to the President of the Greek Parliament and the Minister of Education.

Higher education institutions are encouraged to set up their own internal quality assurance mechanisms to provide a sound basis for external evaluation. The aim is to combine institutional autonomy and accountability effectively within the national quality

regulations framework. Each institution has the right to independent decision-making and is therefore responsible for devising its own quality assurance system for assessing education and administrative and research functions, although general provisions are set out in the legislation. Furthermore, it is expected that teaching and administrative staff as well as students, will be the main participants and contributors in this process.

The ADIP has the intention to submit for full ENQA membership, but it has not yet been decided when. Until the application is approved, it has the status of observer. The president of the ADIP participates in ENQA activities.

The national agency is not a member of another supranational quality assurance network.

GREECE

Legislative and/or official references

Date	Term in English	Term in national language
1992	Law (2083/92) on access to doctoral studies	Συστηματοποίηση της δια βίου μάθησης και άλλες διατάξεις
1982 (1992 amendments)	Law 1268/82, Article 15 parag. 5 amended by Law 2083/92 Article 6 parag. 13, on the evaluation of the teaching competency of academics every semester by the students of the modules they teach	Διασφάλιση της ποιότητας στην ανώτατη εκπαίδευση. Σύστημα μεταφοράς και συσσώρευσης πιστωτικών μονάδων- Παράρτημα διπλώματος
22 July 2004	Law 3255/22.7.04 on new scheme for Joint Master's Degrees	Diethneis-Diakratikes synergasies gia metaptychiakes spoudes (Διεθνείς – Διακρατικές συνεργασίες για μεταπτυχιακές σπουδές)
6 July 2005	Law 3369/05: Lifelong Learning and other stipulations	«Συστηματοποίηση της δια βίου μάθησης και άλλες διατάξεις»
2 August 2005	Law 3374/05: Quality assurance in higher education. ECTS and Diploma Supplement	«Διασφάλιση της ποιότητας στην ανώτατη εκπαίδευση. Σύστημα μεταφοράς και συσσώρευσης πιστωτικών μονάδων- Παράρτημα διπλώματος»
17 October 2005	Law 3404/05: Regulation of various issues in university and the technological sector and other stipulations	«Ρύθμιση θεμάτων του Πανεπιστημιακού και Τεχνολογικού Τομέα της Ανώτατης Εκπαίδευσης και λοιπές διατάξεις»
18 July 2006	Ministerial Decision F5/72535/B3 on issuing the Diploma Supplement on a compulsory basis	Υπουργική Απόφαση Φ5/72535/B3 – Το Παράρτημα Διπλώματος εκδίδεται υποχρεωτικά

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The main provisions linked to the Bologna Process are included in the Organic Act on Universities (*Ley Orgánica de Universidades*, LOU). The government has recently proposed some modifications to this act, which are presently being discussed, and the new act is planned to be passed by parliament in 2007. Non-university higher education is regulated in the Organic Act on Education (*Ley Orgánica de Educación*, LOE), passed in 2006. The most recent official regulations, in accordance with the Bologna Process, are the Royal Decrees regulating the establishment of ECTS (2003), the Diploma Supplement (2004) and the three-cycle structure in accordance with the general lines emanating from the European Higher Education Area (Royal Decrees adopted in January 2005). The Ministry of Education and Science has also proposed modifications to these decrees, which are under discussion and are planned to be approved throughout 2007.

A **three-cycle structure** (*Diplomado/Licenciado/Doctor*) has existed since the University Reform Act (1983), which is, however, very different to the three-cycle structure emanating from the European Higher Education Area.

The new **three-cycle structure** (based on the 2005 decrees) is based on a first cycle of basic, general and professional training lasting four years (240 ECTS credits) and leading to the degree of *graduado*, which will be offered for the first time in 2008/09. This level corresponds to ISCED 5A. In 2006/07, the implementation of the new programmes leading to the Master's and doctoral degrees started. For the time being, the Master's is considered a third-cycle degree. It will become a second-cycle degree as soon as the new *graduado* programmes have been implemented.

At present, holders of the *Licenciado* degree are granted access to these new Master's and doctoral programmes.

Full implementation is expected to be completed by 2012.

The University Coordination Council, which groups all university rectors and high officials responsible for higher education in the governments of the Autonomous Communities, as well as other experts appointed by the national government and parliament, will study a proposal together with the Ministry of Education and Science consisting of a list of all the new graduate

degree programmes related to regulated professions. Other degree programmes (those not related to regulated professions) will be directly proposed by universities in accordance with the governments of the Autonomous Communities. The ministry will make a final decision and will adopt the specific guidelines for each of the degrees included in the list (only for regulated professions).

There will still be 'long' studies which will not apply this new structure. This is the case for medicine, architecture, odontology, veterinary medicine and pharmacy.

The second cycle (between 60 and 120 ECTS credits) is devoted to advanced training for an academic or professional specialisation in research activities and techniques. On successful completion of the programme, students will obtain a Master's degree. The completion of the third cycle of university studies will lead to a doctoral degree, the highest of all academic degrees, conferring the right to pursue a teaching or research career.

At present, some possibilities exist for students in occupationally oriented ISCED 5B programmes to transfer to ISCED 5A programmes through bridging courses and credit

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recognition. The ministry has proposed to broaden these possibilities by facilitating and increasing permeability between the programmes in the new structure.

Programmes in both the second and third cycles will be prepared and organised as determined by each university. The initial proposals will be made by the appropriate responsible unit and will receive the final approval of a committee in each university. It is expressly indicated in the legislation that there may not be more than one programme with the same objectives and content in the same university.

Doctoral studies are established in the 1998 and 2005 Royal Decrees. The length of these courses is a consequence of the Bologna Process reforms.

According to the new system, to request admission to a doctoral programme, a student must have a Master's degree or a minimum of 60 credits (one course) from a postgraduate programme, provided that the student has a total of 300 credits. Former *Licenciados* will also be able to access doctoral studies, which consist of two years of training and two years of research. Research training

occurs before individual research. Admission criteria and procedures will be established by each university. Once admitted, the doctoral student will register at the university. The registration grants the student the right to obtain academic supervision of his/her work, to use the necessary resources to develop it and to fully participate in the institution as a student in an official postgraduate programme. All legal provisions on medical insurance for university students will be applicable, as well as those regulating issues related to social security for recipients of doctoral scholarships.

It is possible for doctoral students to obtain two-year grants (social security coverage included) and two-year employment contracts. Both possibilities are exempt from academic taxes.

The implementation of the new degree programmes must pass the control of the Autonomous Communities and the Ministry of Education and Science. After this, a compulsory evaluation and accreditation of every degree programme will be carried out.

As soon as universities have established the new system of graduate programmes, they will be entitled to establish international and

national **joint postgraduate programmes** on the basis of cooperation agreements. These agreements will determine who will be responsible for maintaining student academic records and for registering and issuing the official joint diploma, or whether they will issue separate diplomas. The Ministry of Education and Science will regulate all appropriate details to facilitate the development of these programmes.

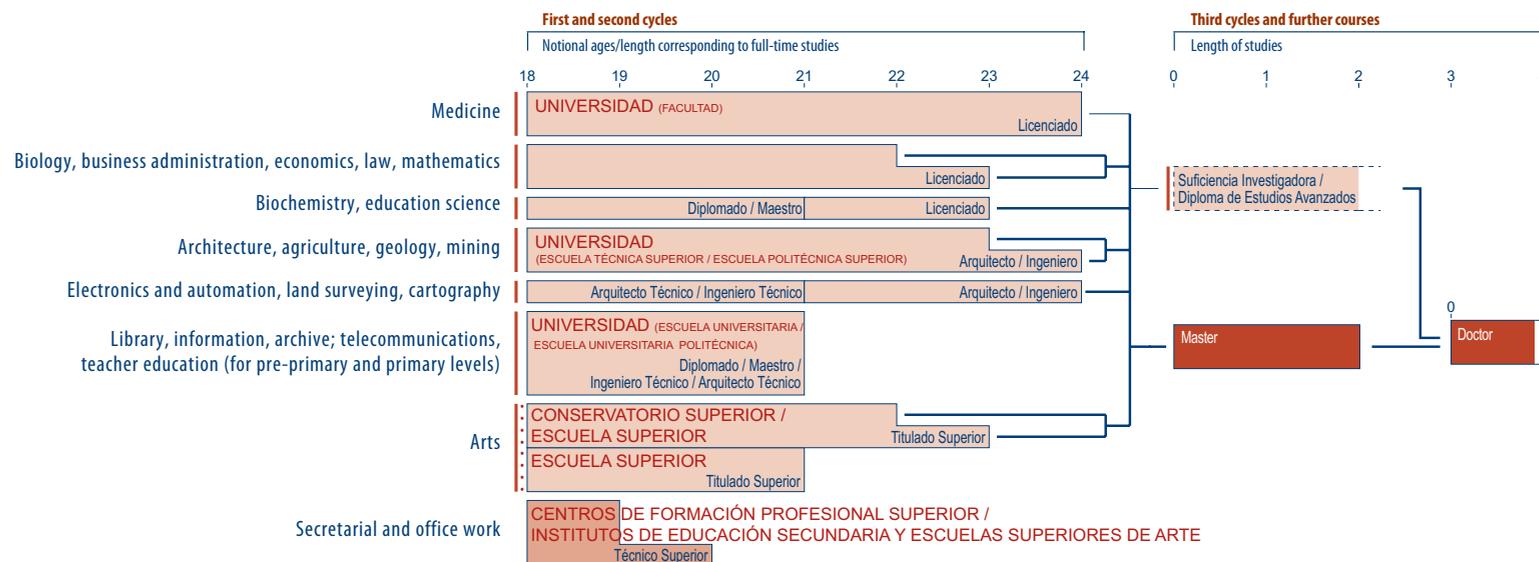
A **National Qualifications Framework** has not yet been adopted. However, the work has begun and a preliminary proposal will be presented in 2007.

The 2003 decree on the establishment of **ECTS** and the nation-wide valid grade system for official university titles, states that these credits must be in accordance with the guidelines for official university titles approved by the government, as well as with the related syllabuses. The courses of study leading to recognised qualifications are still described using Spanish credits. Spain is currently adapting the system so that ECTS will be applied to all course units in all degree programmes. It will be fully implemented as soon as the new system of graduate programmes has been established.

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Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure/limitation of places at institutional level
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places at national/regional level

There are also some degrees called 'second-cycle studies' leading to *Licenciado* or *Ingeniero* qualifications. These may be accessed by the following students: those who complete the first stage of a long cycle (this first stage may not be a final qualifying stage); those who already hold a *Diplomado*, *Maestro*, *Ingeniero Técnico* or *Arquitecto Técnico* qualification; and those who complete a long-cycle course and hold a *Licenciado*, *Ingeniero* or *Arquitecto* qualification.

In some fields of study (biochemistry, education science, automation, electronics), access to the *Licenciado* is not direct, but conditional on students first holding a *Diplomado* or *Maestro* degree.

Advanced vocational training (e.g. secretarial and office work) consists of *ciclos formativos* (training cycles) divided into modules of variable length related to a variety of professional fields.

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As of 2006/07, Master's studies offered at universities are using ECTS. At present, several pilot experiments with university degree programmes are being carried out.

The old credit system (1 credit = 10 contact hours) is not compatible with ECTS.

The 2003 Royal Decree on the establishment of the procedure for issuing the **Diploma Supplement** (DS) (*Suplemento Europeo al Título*) applies to all nation-wide valid official university titles. The DS is issued on request and in return for payment, according to the regulations of the Autonomous Communities, in Spanish and another official EU language as determined by the university concerned. Universities in Autonomous Communities with their own joint official language can issue the DS in that language.

In recent years, the Ministry of Education and Science has designed and financed incentive programmes and pilot projects to adapt universities to the European Higher Education Area: €6.6 million in 2005 and €13.2 million in 2006. Moreover, the Autonomous Communities have financed other programmes with the same objective.

There are no control/follow-up measures planned relating to ECTS and the DS.

In accordance with the 2001 LOU, university **quality promotion and assurance** at national and international levels (Spanish universities abroad) is one of the prime aims of university policy. In compliance with the act, the Ministry of Education and Science created the National Agency for Quality Assurance and Accreditation (*Agencia Nacional de Evaluación de la Calidad y Acreditación*, ANECA) in 2002.

The main purpose of ANECA is to contribute, through evaluation reports and other reports leading to certification and accreditation, to measuring the performance of higher education as a public service. The agency also seeks to reinforce transparency and comparability as a means of promoting quality and quality assurance in universities and, by the same token, their integration into the European Higher Education Area. It also seeks to establish accountability criteria.

ANECA carries out its actions through four main programmes.

The Accreditation Programme constitutes its main action. The agency checks compliance

with given criteria and established standards, while ensuring that training results are adequate and that the skills acquired by students meet the demands of the labour market and society as a whole. The programme consists of three stages, namely an internal assessment, an external assessment and a final report. To validate this process, ANECA has established a National Accreditation Committee (*Comité Nacional de Acreditación*) whose members have a national and international reputation in the fields of teaching and academic research, as well as in the business and professional sectors.

The Institutional Assessment Programme assesses university studies leading to officially recognised qualifications so that improvement plans can be monitored. The criteria and indicators used in this process are the same as those in the accreditation process, and it also consists of three stages.

The Certification Programme is an external assessment process aimed at verifying compliance with a set of previously established specifications. Its main purpose is to check quality and introduce a methodology for promoting the continuous improvement of university programmes and services.

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The European Convergence Programme aims at promoting actions designed to facilitate the integration of Spanish higher education into the European Higher Education Area.

ANECA fosters institutional relations with international public and private agencies and organisations, and is a notable member of two of the most relevant associations concerned with matters relating to higher education accreditation and evaluation: RIACES, the Iberoamerican network for Quality Assurance in Higher Education, and ALCUE, the Common Area in Higher Education, Latin America and the Caribbean.

ANECA is a member of the European Association for Quality Assurance in Higher Education (**ENQA**) and, since January

2003, has been represented on its steering committee. In 2003, the agency also joined the International Network for Quality Assurance Agencies in Higher Education (INQAAHE), as well as the European Consortium for Accreditation (ECA).

In its action plan for 2007, ANECA has included the involvement of students in its quality assurance programmes and processes, e.g. through membership in the advisory board of the agency.

The agency publishes all its documents, findings, details regarding committee membership and relevant aspects of its programmes on its website, in the *AneQualitas* corporate bulletin and via other media, so that public authorities and universities have

the information needed to take appropriate decisions within their remit.

In addition to ANECA, regional quality assurance agencies exist in some Autonomous Communities. ANECA and the *Agència per la Qualitat del Sistema Universitari de Catalunya* (Quality Assurance Agency of Catalonia) will be subject to peer review by ENQA in 2007.

Internal evaluation is in line with each university's evaluation plans and with the II Plan for University Quality (*II Plan de la Calidad de las Universidades*), whose objectives are now being developed and promoted by ANECA.

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Legislative and/or official references

Date	Term in English	Term in national language
30 April 1998	Royal Decree No. 778 on the regulation of the third cycle of university studies, the award and issuing of the title of doctor, and other postgraduate studies	Real Decreto 778/1998 por el que se regula el tercer ciclo de estudios universitarios, la obtención y expedición del título de doctor y otros estudios de posgrado
December 2001	Organic Act No. 6 on universities	Ley Orgánica 6/2001 de Universidades
June 2002	Organic Act No. 5 on qualifications and vocational training	Ley Orgánica 5/2002 de las Cualificaciones y de la Formación Profesional
1 August 2003 (in force since 12 September 2003)	Royal Decree No. 1044 on the establishment of the procedure for issuing the Diploma Supplement by universities	Real Decreto 1044/2003 por el que se establece el procedimiento para la expedición por las universidades del Suplemento Europeo al Título
5 September 2003 (in effect since 19 September 2003)	Royal Decree No. 1125 on the establishment of the European system of credits and the grade system	Real Decreto 1125/2003 por el que se establece el sistema europeo de créditos y el sistema de cualificaciones
21 January 2005	Royal Decree No. 55 on the establishment of the structure of university education and the regulation of official graduate university studies	Real Decreto 55/2005 por el que se establece la estructura de las enseñanzas universitarias y se regulan los estudios universitarios oficiales de Grado
21 January 2005	Royal Decree No. 56 regulating official postgraduate university studies	Real Decreto 56/2005 por el que se regulan los estudios universitarios oficiales de Posgrado
	Agreements authorising the implementation of the official postgraduate programmes to obtain the degrees of <i>Master</i> and <i>Doctor</i> for the academic year 2006/07, in the Universities of:	Acuerdos por los que se autoriza, para el curso 2006/2007, la implantación de programas Oficiales de Posgrado, integrados por las enseñanzas universitarias conducentes a la obtención de los correspondientes títulos de Master y Doctor, en las Universidades de:

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Date	Term in English	Term in national language
9 February 2006	Autonomous Communities of Cantabria and Castilla León	Comunidades Autónomas de Cantabria y Castilla León
14 February 2006	Autonomous Communities of Madrid and Universities of Deusto, Navarra, Pontificia de Comillas, UNED and Internacional Menéndez Pelayo	Comunidades Autónomas de Madrid y Universidades de Deusto, Navarra, Pontificia de Comillas, UNED and Internacional Menéndez Pelayo
15 February 2006	University of Mondragón	Universidad de Mondragón
22 February 2006	University of the Basque Country	Universidad del País Vasco
3 March 2006	University of the Balearic Islands	Univearsidad de las Islas Baleares
21 March 2006	University of Extremadura	Universidad de Extremadura
23 March 2006	Autonomous Community of Galicia	Comunidad Autónoma de Galicia
24 March 2006	Autonomous Community of Murcia	Comunidad Autónoma de Murcia
29 March 2006	Public University of Navarra	Universidad Pública de Navarra
6 April 2006	University of Zaragoza and Autonomous Community of Valencia	Universidad de Zaragoza y Comunidad Autónoma de Valencia
18 April 2006	Autonomous Community of Catalonia	Comunidad Autónoma de Cataluña
19 April 2006	University of Oviedo	Universidad de Oviedo
21 April 2006	University of Castilla-La Mancha	Universidad de Castila-La Mancha
25 April 2006	Autonomous Community of Andalucía	Comunidad Autónoma de Andalucía
22 June 2006	University Coordination Council	Consejo de Coordinación Universitaria

Websites

University Coordination Council: <http://www.mec.es/educa/ccuniv/>

National Agency for Quality Assurance and Accreditation: <http://www.aneca.es/>

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The main arrangements linked to the Bologna Process are set out in the government's five-year development plan for education and research. The current development plan covering the years from 2003 to 2008 was adopted by the government in December 2003.

The most recent official regulations governing higher education are the 2003 Polytechnics Act and Polytechnics Decree (both for ISCED level 5A), and the 1997 Universities Act and the 1998 Universities Decree (both for ISCED levels 5A and 6).

A new Government Decree on university degrees issued in 2004 together with amendments to the 1997 Universities Act came into force on 1 August 2005. With this reform, a new degree structure with an obligatory Bachelor's degree was adopted. Higher education institutions are now obliged by legislation to establish the **three-cycle structure** (Bachelor's, Master's and doctoral studies). It has been adopted in all fields of study except medicine and dentistry. For these two fields, the reform mainly brings about some changes to the content of studies while the degree structure will, for

the time being, remain the same as before (two-cycle structure).

Students who have enrolled at university before autumn 2005 may continue their studies in accordance with the old degree structure until autumn 2008. Students of medicine, dentistry, veterinary medicine, engineering and architecture can continue with the old structure until the autumn of 2010.

The three-cycle structure was established as a part of the Bologna Process. However, **doctoral studies** have not been restructured as part of the Bologna Process, but have otherwise been actively developed since the mid-1990s. Third-cycle programmes leading to the pre-doctoral degree (*licentiate*) and doctorates are available for students with a Master's degree or a corresponding foreign degree. The *licentiate* is optional, and is not offered in all fields of study.

The prerequisite for embarking on doctoral studies is usually a 'good' grade in the main subject. Universities and their faculties decide on their own degree regulations and curricula within the national degree regulations. According to the law, students

awarded a doctorate must have completed postgraduate studies in addition to their doctoral dissertation. Courses for doctorates correspond to 4 years of full-time work. In general, the courses are held alongside individual research.

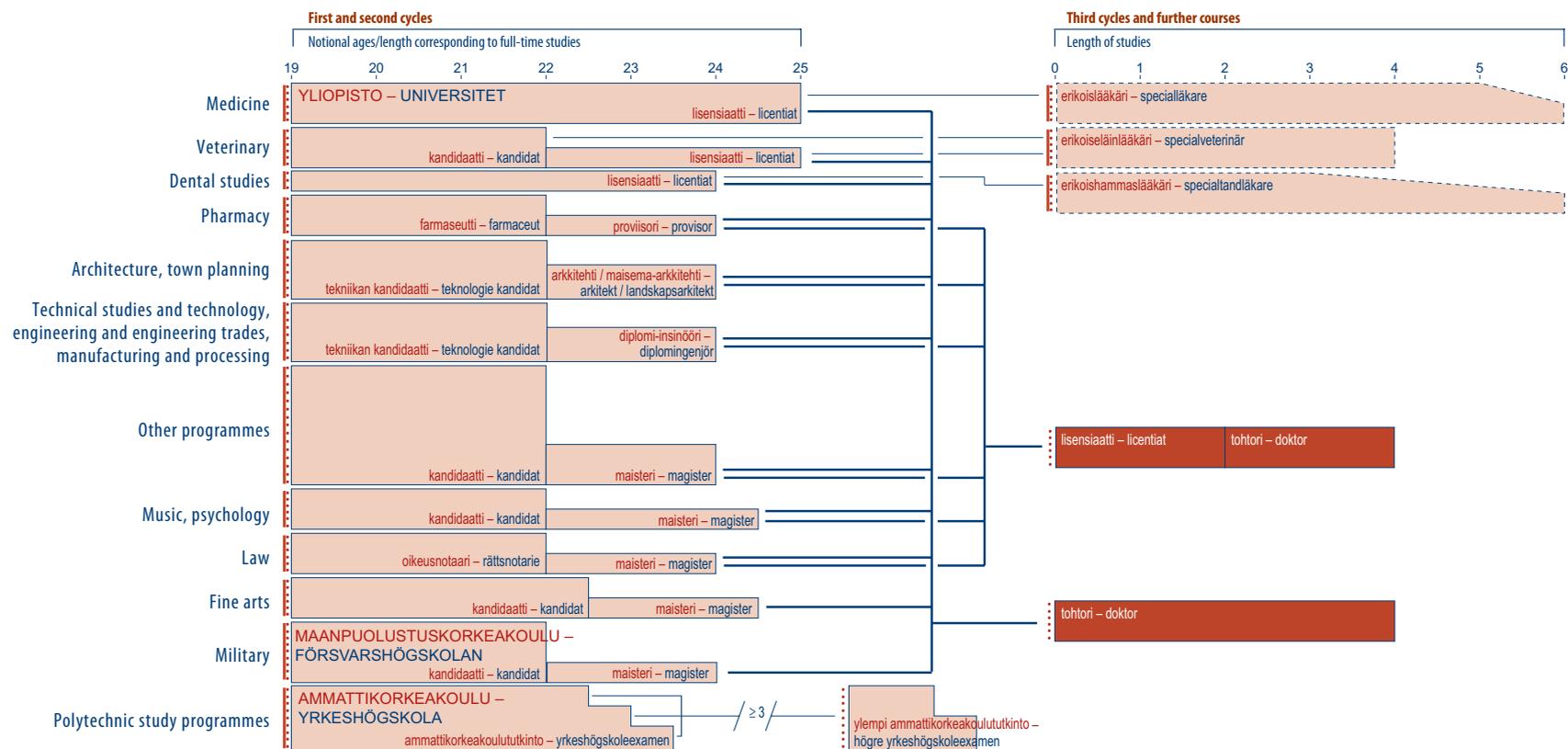
In artistic third-cycle education, doctoral students may – instead of writing a dissertation – have to demonstrate in public the knowledge and skills required by the university. The situation concerning taught courses varies from one university or faculty to the next and, even within faculties, there are differences between students depending on their individual study plans.

Doctoral studies are also offered by graduate schools (*tutkijakoulu*), established in 1995 and set up in cooperation with several universities and research institutes. They are linked with centres of excellence in research, high-quality research projects, or nationally comprehensive and academically wide-ranging cooperation networks. In addition to universities, research institutes and enterprises participate in programmes. An important part of the instruction, which is jointly organised, consists of national and international intensive courses. Graduate schools cover all main areas of

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Source: Eurydice.

■ ISCED 5A (1st or 2nd programme)	■ ISCED 6 programme	⋮ Selection procedure/limitation of places at institutional level	/ n / Compulsory work experience + its duration
■ ISCED 5B (1st or 2nd programme)	□ Further qualification	■ Selection procedure/limitation of places at national/regional level	

Second polytechnic ISCED 5A degrees correspond to 60-90 ECTS (around one to one-and-a-half years of study), but programmes usually last 2-3 years because they are organised in such a way that they can be completed by students in employment.

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research. The Academy of Finland supports the graduate schools nominated by the Ministry of Education by funding researcher training courses as well as domestic and foreign travel by doctoral students.

The Universities Act (1997), the Universities Decree (1998) and the Government Decree on university degrees (2005) cover issues in relation to doctorates. Doctoral studies can be either a full-time job, or research done alongside regular work. Doctoral students have limited student benefits; they are not entitled to the same benefits as regular students. Graduate schools provide employment contracts. In practice, most active third-cycle students enjoy some kind of financing either from their university or some other source.

The polytechnic degree is a Bachelor's degree; second-cycle polytechnic degrees were introduced for a trial period at the beginning of 2002. They are for those who hold a first-cycle polytechnic degree or its equivalent, and who have acquired a minimum of three years' professional experience. Polytechnic Master's degrees were introduced permanently through a reform that came into force in August 2005 with the 2003 Polytechnics Decree and its 2005 amendment. They bring the same professional

eligibility for public posts as university Master's degrees.

In Finland, ISCED level 5B (referring to a vocational post-secondary level) has been abolished from the educational structure.

In 2004, in line with the development of joint degrees within the European Higher Education Area, the Ministry of Education published a recommendation concerning international **joint and double degrees**. The recommendation concerns all degrees and can also be applied to collaborative projects by Finnish higher education institutions (HEIs). According to the Ministry's recommendation, to ensure the legal protection of students, a joint degree should be arranged so that the degree belongs to at least one country's official degree system. This was deemed necessary because the international status of joint degrees is still somewhat unclear.

A **National Qualifications Framework** has not yet been adopted in Finland. In 2004, a proposal for a higher education qualifications framework was submitted by a working group to the Ministry of Education, but the Ministry decided to wait for the forthcoming European Qualifications Framework proposal of the

European Commission before taking any final decisions.

From August 2005 onwards, with the 2003 Government Decree on polytechnics and the 2004 Government Decree on University Degrees, the national credit system has been fully replaced by a system based directly on **ECTS** which is used for both credit transfer and accumulation. The credit reform concerns both universities and polytechnics. In the old system, one credit was awarded for approximately 40 hours of work (including lectures and other forms of instruction, exercises, seminars, and independent work at home or in the library). In the new system, the completion of one academic year is estimated to require an average of 1 600 hours of student work, which is equivalent to 60 ECTS credits. Doctoral programmes are not measured in ECTS credits in the national legislation, but many universities have adopted the same credit system for third-cycle degrees.

Since the mid-1990s, universities and polytechnics have had a statutory duty to issue a **Diploma Supplement** (DS) to students on request. From August 2005, all institutions have a statutory obligation to issue an English-language DS automatically to all students

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on graduation. This is laid down in the 2003 Government Decree on polytechnics and the 2004 Government Decree on University Degrees. The Ministry of Education reminded HEIs in 2004 that the DS should always be free of charge.

Universities and polytechnics are in cooperation regarding matters such as the DS, with the National Board of Education, which is the Finnish contact point of international information networks such as ENIC/NARIC (European Network of National Information Centres on Academic Recognition and Mobility/Network of National Academic Recognition Information Centres). They provide information on the DS to support higher education institutions, when needed. HEIs are also supported in the preparations and development of the DS.

Incentives for the implementation of the three-cycle structure and the DS exist. The higher education institutions have received extra earmarked financing for the implementation of the three-cycle structure and the development of the degree system. The Finnish Ministry of Education has allocated project funding to all universities for 2004-2007, to be used

on implementing the degree reform. The total amount of funding is approximately Euro 5 million per year. One of these projects is called W2W (Five years, two degrees) and aims at enabling students to finish their two-cycle studies within the said five years, e.g. through personal study plans.

There have been **follow-ups** on matters in relation to the structure reform both in universities and polytechnics. The Ministry of Education finances a continuing scientific evaluation of the implementation phase of the degree reform. In addition, the Finnish Higher Education Evaluation Council has agreed to carry out a full-scale external evaluation of the whole process in 2009. The implementation of ECTS and DS is mostly supervised on a European level, for instance through the Bologna follow-up group.

Quality assurance in higher education comprises three elements: national higher education policy, national evaluation and quality assurance of individual institutions. All Finnish universities and polytechnics are obliged by legislation to evaluate themselves (**internal evaluation**), to take part in **external evaluations** and to make the results public. To emphasise the quality work

of HEIs, the Ministry of Education allocates parts of the funding for institutions on the basis of their excellence in teaching and research, as well as adult education and their regional impact.

The Finnish Higher Education Evaluation Council (FINHEEC, or *Korkeakoulujen arviointineuvosto/Rådet för utvärdering av högskolorna*) is an independent expert body that was set up in 1995 to assist universities and polytechnics in evaluation matters. Its activities are financed by the Ministry of Education. The Council also functions as an advisory body to the Ministry of Education in matters relating to evaluation and quality assurance. All Finnish universities and polytechnics have been evaluated at institutional level, and the Council has carried out several programme and thematic evaluations.

The duties and policies of FINHEEC are governed by the 1995 Decree on the Higher Education Evaluation Council and its 1998 amendment, which specify the duties of the Council. It assists institutions of higher education and the Ministry of Education in evaluations and organises evaluations of the activities of HEIs as well as evaluations related to higher education policy. FINHEEC

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is to engage in international cooperation in higher education and research in this area. Professional courses offered by higher education institutions are also evaluated and registered. Furthermore, FINHEEC provides advisory and consultancy services for the implementation of evaluations, develops evaluation methodology and communicates information on good Finnish and international practice to HEIs and the Ministry of Education.

FINHEEC uses a basic evaluation method, which is commonly used in international higher education evaluations. The methods and standards have been developed to meet the requirements set out in the Bergen Communiqué.

While the evaluation pattern used by FINHEEC is not rigidly predetermined, the following is the basic pattern for most of its evaluation projects. It initially decides to conduct an evaluation and appoints a steering committee, which then makes a proposal about the composition of an external evaluation team and prepares both a review and a project plan. FINHEEC then appoints the team and approves the project plan. The HEI under review compiles a self-evaluation report for the team that visits it. The team then writes a review

report published for general consultation, often in English.

Students play an integral part in the evaluations, most of which consist of self-evaluation and peer review with international experts. Students are represented as full members in evaluation steering groups, evaluation teams and the FINHEEC council. Student representation is usually implemented through student unions. Although the students' voice is heard in the evaluations, their opinion may also be obtained via questionnaires, interviews and seminars.

The different phases are modified and specified during the course of evaluation which may vary greatly, for example in how rigidly FINHEEC dictates the self-evaluation process. However, this has an effect both on how much freedom the higher education institution has in the self-evaluation process, and on the latitude enjoyed by the external evaluation team.

At the beginning of each term, FINHEEC defines its work strategy. The plan of action, which is set up for a period of four years, is checked annually, and additionally, an annual working plan is prepared. FINHEEC chooses

the target for evaluation based on whether the programme or theme is significant concerning education and social politics, or whether it is a rapidly growing, developing or problematic field in the area of higher education. During its current term, for instance, FINHEEC concentrates on audits of the quality assurance systems of HEIs and on accreditation of professional courses offered by the institutions. In addition, FINHEEC can enter an agreement with the Ministry of Education on evaluation assignments. HEIs, student unions and other stakeholders can propose different targets for evaluations to FINHEEC.

Every year FINHEEC undertakes 4 to 8 audits, which means that it checks the whole quality assurance system of a given HEI. This is to make sure that all Finnish HEIs meet the guidelines, standards and criteria set out by the European Association for Quality Assurance in Higher Education and other organisations.

Furthermore, evaluation may be geared to development or to **accreditation**. Accreditation mainly concerns continuing education programmes offered by universities and polytechnics. These programmes include MBA programmes, professional development programmes and specialist studies in different

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fields. FINHEEC is responsible for maintaining the register of accredited programmes.

Apart from the basic method of evaluating HEIs, FINHEEC uses other evaluation techniques, such as a portfolio, peer review and benchmarking.

FINHEEC monitors the effectiveness of its evaluations through follow-up evaluations, questionnaires and follow-up seminars. The evaluation teams comprise members representing HEIs, students and external stakeholders. The quality assurance procedures and processes of FINHEEC were evaluated in 2002 in a Nordic project on mutual recognition of quality assurance agencies. The next peer

review of FINHEEC activities is planned for 2008.

FINHEEC is engaged in several international projects involving the Nordic region, or at European and global levels. It has been a full member of the European Association for Quality Assurance in Higher Education (**ENQA**) since 2000. The Council is also a member and co-founder of the Nordic Quality Assurance Network in Higher Education (NOQA), which provides a discussion forum on issues in the field and carries out joint projects including, for example, reports on student involvement and European standards.

Besides reforms associated with the Bologna Process, university student admission

procedures are developed nationally. The government is planning to reform the system so as to facilitate a quick transition from secondary to higher education and to streamline current procedures. This requires measures such as expanding the joint application system. This system, already in use for polytechnics and secondary education, enables the student to apply to all universities and study programmes using a single procedure (preferably electronic) instead of applying to each of them separately. It is planned to be in use for study programmes starting in 2009. In addition, opportunities for adult students to participate in higher education studies will be promoted.

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Legislative and/or official references

Date	Term in English	Term in national language
1995 (amendment 1998)	Decree on the Higher Education Evaluation Council (1320/1995) and its amendment (465/1998)	Asetus korkeakoulujen arviointineuvostosta
1997	Universities Act (645/1997) (with amendments)	Yliopistolaki
1998	Universities Decree (115/1998) (with amendments)	Yliopistoasetus
9 May 2003	Polytechnics Act (351/2003) (with amendments)	Ammattikorkeakoululaki
15 May 2003	Government Decree on polytechnics (352/2003) (with amendments)	Valtioneuvoston asetus ammattikorkeakouluista
December 2003	Education and Research Development plan 2003 - 2008	Koulutuksen ja tutkimuksen kehittämissuunnitelma 2003-2008
11 May 2004	Recommendation of the Ministry of Education on international joint and double degrees	Opetusministeriön suositus yhteistutkintojen järjestämisestä
19 August 2004 (entered into force on 1 August 2005)	Government Decree on university degrees (794/2004) issued together with amendments to the 1997 Universities Act	Valtioneuvoston asetus yliopistojen tutkinnoista
2005	Audits of Quality Assurance Systems of Finnish Higher Education Institutions. Audit Manual for 2005 - 2007	Korkeakoulujen laadunvarmistusjärjestelmien auditointi. Auditointikäsi kirja vuosille 2005-2007

Websites

Ministry of Education, university studies and degrees: http://www.minedu.fi/OPM/Koulutus/yliopistokoulutus/opiskelu_ja_tutkinnot/?lang=en

Ministry of Education, polytechnic studies and degrees: http://www.minedu.fi/OPM/Koulutus/ammattikorkeakoulutus/opiskelu_ja_tutkinnot/?lang=en

Finnish Higher Education Evaluation Council (FINHEEC): <http://www.finheec.fi>

Finnish ENIC/NARIC Centre: <http://www.oph.fi/info/recognition>

Nordic Quality Assurance Network in Higher Education (NOQA): <http://www.noqa.net>

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Initiated in 1999, adjustments to the higher education system in accordance with the principles of the Bologna Process have been accompanied by a series of regulations published since April 2002. Among the most noteworthy is the 8 April 2002 decree to adapt the French higher education system to the development of the EHEA (European Higher Education Area) for the purpose of implementing the *licence-master-doctorat* (LMD, or Bachelor-Master-Doctorate) reform. In addition to its impact on the degree system, this decree also promotes the widespread use of ECTS and the Diploma Supplement.

The old degree system was based on **three main cycles** (with a shorter cycle within the first cycle lasting two years and leading to an intermediate diploma), but did not correspond to the structure as described in the framework of the Bologna Process. The new structure based on three main cycles with the modular organisation of degrees in credits for Bachelor's (180 ECTS credits) and Master's degrees (120 ECTS credits, i.e. 300 credits after the *baccalauréat*, or secondary school diploma) does, however, correspond. Each higher education institution was free to propose the programme deemed most

appropriate. The Master's degree and market-oriented Bachelor's degree, in accordance with the agreed on principle, for the EHEA, of employability especially for first-level studies, were introduced in 1999. The conditions for being awarded a Master's degree were defined in the decree of 25 April 2002. The (market-oriented or research-oriented) Master's degree was introduced in the 2002/03 academic year and requires 120 ECTS credits after the Bachelor's degree, i.e. 300 credits after the *baccalauréat*, thus marking the 'Bac + 5' level of studies.

For the first time, with the Master's degree, the structure of higher education is applicable to both universities and *grandes écoles*.

The LMD reform involves all higher-education institutions (HEIs). Its implementation has been effective since the beginning of the 2006 academic year for all universities, following the negotiation of four-year contracts between universities and the state. The restructuring of architecture studies, which were once provided as long-cycle studies, has been effective since the 30 June and 20 July 2005 decrees. By 2010, the LMD reform will apply to all HEIs and most of their programmes (some branches, mostly

in the field of medicine and engineering, are still based on the long-cycle structure).

ISCED level 5B programmes are also provided in certain HEIs. They are usually organised as single-cycle studies lasting two years (or up to four years for paramedical studies). A second cycle lasting one year (leading to a market-oriented Bachelor's degree) is offered for technology studies. A Bachelor's/Master's structure does not exist, however, at ISCED level 5B.

Degrees at this level may provide access to studies at ISCED level 5A via bridging courses and the recognition of prior learning (studies and/or professional experiences), allowing ECTS credits to be taken into account and exemption from all or some ISCED level 5A programmes (Bachelor's and/or Master's).

Doctoral studies were also restructured in April 2002 and August 2006. Organized in doctoral schools, they are accessible after graduation with a master degree or by special authorisation to students who have completed the equivalent level of studies abroad or who benefit from the recognition of prior learning. Doctoral schools provide doctoral candidates with doctoral programmes useful

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to their research projects as well as doctoral training courses required to get acquainted with a widened scientific knowledge. As a general rule, after three years, these studies lead to a PhD's degree after a thesis defence. PhD's degrees are issued by universities, *Écoles Normales Supérieures* (*grandes écoles* for sciences and letters) and public HEIs accredited (*habilités*) to do so alone or jointly, by decree from the minister in charge of higher education and research.

Approximately 40 % of students who begin doctoral studies benefit from employment contracts (as research scholarship's holders, temporary teaching and research assistants, or beneficiaries of a CIFRE contract).

The possibility to prepare a PhD. within the framework of 'joint international thesis supervision' has been widened since the 6 January 2005 decree.

In the same respect, following an agreement of principle between the *Ministère de l'éducation nationale, de l'enseignement supérieur et de la recherche* (MENESR, or Ministry of National Education, Higher Education and Research) and the three HEI conferences concerned, the granting of **joint degrees** or **double degrees** in the context of international

partnerships was expanded to all levels of degrees by the decree dated 11 May 2005.

The *Répertoire national des certifications professionnelles* (RNCP, or National Repertory for Qualifications), representing the **National Framework for Qualifications** (diplomas, degrees and certificates), was introduced by the 17 January 2002 law.

Institutions have begun an overhaul of programmes offered in **ECTS** credits since the 8 April 2002 decree, and of the organisation of modular programmes allowing more flexibility and better gradual study guidance of students. ECTS is already used for transfer and accumulation and will be fully implemented by 2007/08 for all programmes related to the LMD system.

Within the framework of the LMD reform, the **Diploma Supplement** (DS) is being implemented progressively by all HEIs. By 2008, it will be issued automatically by all institutions free of charge, in French and in another language chosen by the institution.

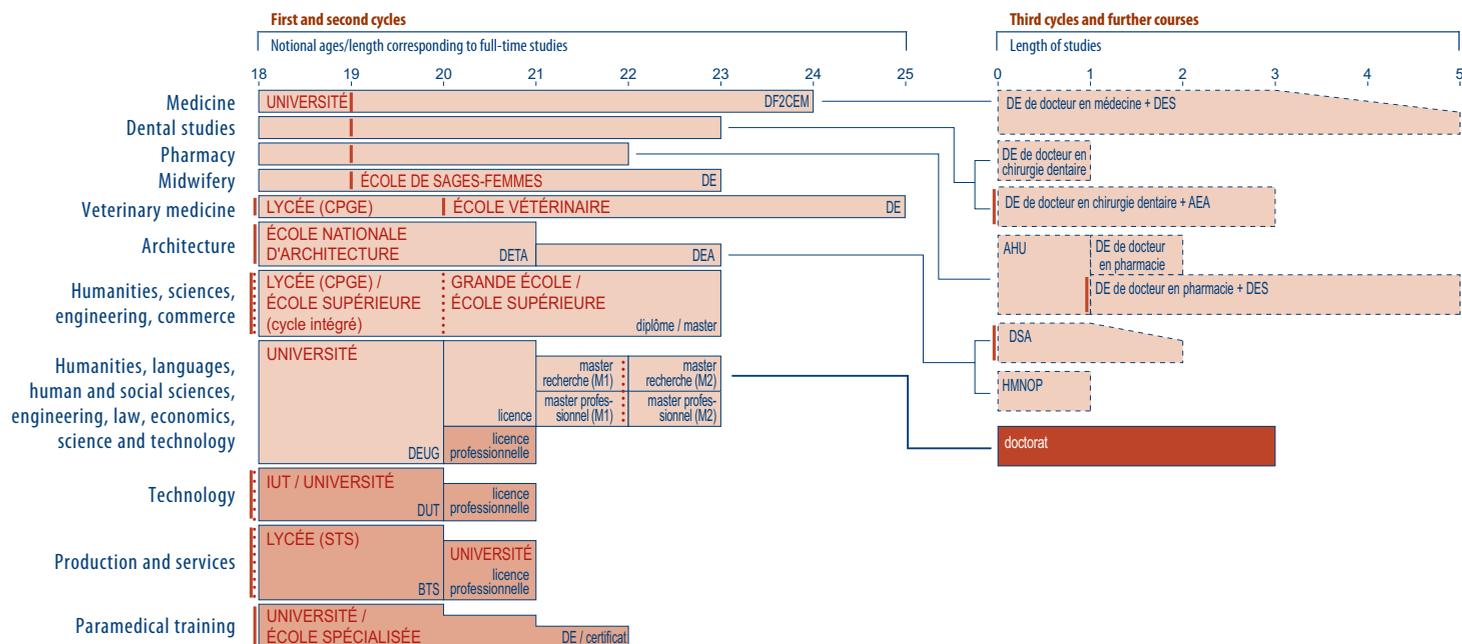
Incentives have been introduced by the public authorities in view of the widespread implementation of the three-cycle structure, ECTS and the DS. In order to facilitate the

implementation of the process, support and advice may be provided by institutional advisers and education advisers within the framework of the contractual agreement initiated by the MENESR, in collaboration with the team of Bologna promoters.

At the financial level, if no such incentive measures exist, the negotiation of four-year contracts may allow support to be provided for certain elements involved in the implementation of LMD, and less frequently for the implementation of ECTS and the DS.

By virtue of the 'evaluation/negotiation/contract' process, the contractual agreement represents a **control/follow-up measure** used by the MENESR to ensure the widespread implementation of the three-cycle structure, ECTS and the DS.

With regard to **quality assessment**, the general principle established by regulations in 2002 is that of regular internal and external assessments of HEIs as well as programmes and qualification award measures. The regulation is based on periodic assessment, and no measures (recognition, labelling, funding) are taken by the state without such an external evaluation.



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure/limitation of places at institutional level
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places at national/regional level

AEA	Attestation d'Études Approfondies	DEA	Diplôme d'État d'Architecte (conférant le grade de master)	DSA	Diplôme de Spécialisation et d'Approfondissement
AHU	Année Hospitalo-Universitaire	DES	Diplôme d'Études Spécialisées	DUT	Diplôme Universitaire de Technologie
BTS	Brevet de Technicien Supérieur	DETA	Diplôme d'Études en Architecture (conférant le grade de licence)	HMNOP	Habilitation de l'architecte diplômé d'État à l'exercice de la maîtrise d'œuvre en son nom propre
CPGE	Classe Préparatoire aux Grandes Écoles	DEUG	Diplôme d'Études Universitaires Générales	IUT	Institut Universitaire de Technologie
DE	Diplôme d'État	DF2CEM	Diplôme de fin de deuxième cycle des études médicales	STS	Section de Techniciens Supérieurs

The highly selective *classes préparatoires aux grandes écoles* (CPGE) are of a literary, commercial or scientific nature. Their main purpose is to prepare students for the competitive entrance examinations for the *grandes écoles*. For students who do not pass the exams, the classes are still generally recognised by universities, which may permit graduates of the CPGE to enter at the *licence* level. The most prestigious of the *grandes écoles* are the *écoles normales supérieures* (ENS), the *écoles d'ingénieurs*, the *écoles de commerce et de gestion*, and the *instituts d'études politiques* (which involve just one year of preparation in a fully integrated course; a 'fully integrated course' can consist of any form of preparation offered within the institution itself). This diagram does not include the *écoles* and *instituts* that provide professional education (accessible to applicants who have achieved a *diplôme national d'enseignement supérieur* after three years of study, or are state-remunerated public sector trainees, and who have passed the competitive entrance examination). The professional education institutions most particularly concerned are the *École Nationale d'Administration* (ENA), the *Instituts Régionaux d'Administration* (IRA), the *École Nationale de la Magistrature* (ENM), the *École Nationale de la Santé Publique* (ENSP) and the *Instituts Universitaires de Formation des Maîtres* (IUFM), which will soon be integrated into the universities.

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The **external evaluation** system is undergoing a complete overhaul with the creation of the *Agence d'évaluation de la recherche et de l'enseignement supérieur* (AERES, or Agency for the Evaluation of Research and Higher Education), which will launch its activities in 2007. Until 2006/07, national periodic external assessment of research as well as programmes and degrees, within the framework of the contractual agreement concerning HEIs, is developed by different authorities. The results of the external evaluation of all activities – scientific, educational and management – are considered during negotiation of the four-year contract between a university or HEI and the state. They are also taken into account when the state, which guarantees the quality of degrees, takes decisions regarding the *habilitation* (a kind of accreditation) to award them. Engineering, business and management programmes must be assessed by specific national committees in order for institutions to receive the *habilitation* to award national degrees.

The AERES will in particular be in charge of activities ensured since 1984 by the *Comité national d'évaluation* (CNE, or National Evaluation Committee, an independent

administrative authority with the mission to assess public HEIs. The goal of its activity is to make overall evaluations of institutions with a view to helping them exercise and develop their autonomy and their quality. The evaluation of an institution by the CNE, accompanied with evaluation reports and made available to the public on the internet (www.cne-evaluation.fr), is based on an internal evaluation (self-evaluation) report provided by the institution. To help institutions undertake internal evaluations, a *Livre de Références* (Handbook of Standards for Quality) was prepared by a working group from the CNE and the *Inspection générale de l'administration de l'éducation nationale et de la recherche* (General Inspectorate for National Education and Research), in collaboration with the *Conférence des présidents d'université* (CPU, or French Rectors' Conference), and was published in November 2003. Members of the CNE include foreign academics. Academic and non-academic experts from France or abroad are asked to participate in evaluations. Students take part in the boards of the institutions through their elected representatives.

Currently, the CNE, for the evaluation of institutions, and the *Commission des titres d'ingénieur* (CTI, or Commission for the Engineer's Degree), for the accreditation of engineering programmes are preparing for an external evaluation of their activities.

In terms of **internal evaluations**, the methods for evaluating the training and teaching provided by universities are set by the administrative board upon proposal from the board for curricular and student life, boards on which elected student representatives sit. The systematic participation of these student representatives in the various internal boards within universities and their components enable students to be involved in defining the main lines of the institutional policy and life. In accordance with the principles of the Bologna Process, the contractual agreement with universities and other HEIs has emphasised the reinforcement of internal evaluation systems as a priority.

From 2007, the **new agency**, AERES, created by the research programme law of 18 April 2006, will cover all external evaluation activities. It will take over the current activities of the CNE (for evaluation of HEIs and research institutions), the *Comité national d'évaluation*

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de la recherche (CNER, or National Research Evaluation Committee, for the evaluation of national research organisations), and the *Mission scientifique, technique et pédagogique* (MSTP, or Scientific, Technical and Educational Mission, for the evaluation of research teams, study programmes and degrees). AERES, an independent administrative authority, will therefore cover

activities related to studies and/or research at HEIs as well as national research organisations.

The composition and responsibilities of its council as well as its operational policy were specified in the 3 November 2006 decree.

The CNE and the CTI have been members of the European Association for Quality Assurance for Higher Education (**ENQA**) since 2000 and

2005 respectively. The CNE is also a member of the International Network for Quality Assurance in Higher Education (INQAAHE). The AERES, which is taking over the activities of the CNE, will have to apply for ENQA membership.

The agencies or bodies responsible for quality assurance at the national level are not subject to peer review.

Legislative and/or official references

Date	Term in English	Term in national language
8 April 2002	Decree No. 2002-481 related to university diplomas and degrees and national degrees Decree No. 2002-482 concerning adjustments to the French higher education system to develop the European Higher Education Area	Décret n° 2002-481 relatif aux grades et titres universitaires et aux diplômes nationaux Décret n° 2002-482 portant application au système français d'enseignement supérieur de la construction de l'Espace européen de l'enseignement supérieur
16 April 2002	Decree No. 2002-529 related to the recognition of higher education studies completed in France or abroad	Décret n° 2002-529 relatif à la validation d'études supérieures accomplies en France ou à l'étranger
23 April 2002	Decree related to university studies leading to a Bachelor's degree	Arrêté relatif aux études universitaires conduisant au grade de licence
24 April 2002	Decree No. 2002-590 related to the recognition of prior learning by higher education institutions	Décret n° 2002-590 relatif à la validation des acquis de l'expérience par les établissements d'enseignement supérieur
25 April 2002	Decree related to the national Master's degree Decree related to doctoral studies	Arrêté relatif au diplôme national de <i>master</i> Arrêté relatif aux études doctorales
6 January 2005	Decree related to joint international thesis supervision	Arrêté relatif à la cotutelle internationale de thèse

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Date	Term in English	Term in national language
11 May 2005	Decree No. 2005-450 related to the awarding of degrees in international partnerships	Décret n° 2005-450 relatif à la délivrance de diplômes en partenariat international
30 June 2005	Decree No. 2005-734 related to studies in architecture	Décret n° 2005-734 du 30 juin 2005 relatif aux études d'architecture
20 July 2005	Decree related to architecture studies leading to a Bachelor's degree and Master's degree in architecture Decree related to the structuring and validation methods of architecture studies	Arrêté relatif aux cycles de formation des études d'architecture conduisant au diplôme d'études en architecture conférant le grade de licence et au diplôme d'Etat d'architecte conférant le grade de Master Arrêté relatif à la structuration et aux modalités de validation des enseignements dans les études d'architecture
3 August 2005	Decree related to the university degree in technology in the European Higher Education Area	Arrêté relatif au diplôme universitaire de technologie dans l'Espace européen d'enseignement supérieur
18 April 2006	Planning law No. 2006-450 for research (notably articles 8 to 11 concerning the Agency for the Evaluation of Research and Higher Education)	Loi de programme n° 2006-450 pour la recherche (notamment articles 8 à 11 relatifs à l'agence d'évaluation de la recherche et de l'enseignement supérieur)
7 August 2006	Decree related to doctoral studies	Arrêté relatif à la formation doctorale
3 November 2006	Decree No. 2006-1334 related to the organisation and functioning of the Agency for the Evaluation of Research and Higher Education	Décret n° 2006-1334 relatif à l'organisation et au fonctionnement de l'Agence d'évaluation de la recherche et de l'enseignement supérieur
11 avril 2007	Decree n°2007-540 related to the <i>brevet de technicien supérieur</i> general guidelines.	Décret n°2007-540 relatif au règlement général du brevet de technicien supérieur.

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The two-cycle degree system was introduced to higher education institutions in Georgia in 1992. On 21 December 2004, the parliament of Georgia adopted the Law of Georgia on Higher Education (*sakartvelos kanoni 'umaghlesi ganatlebis shesakheb'*), which stipulates that all HEIs in Georgia must make the transition to a **three-cycle degree system** (bachelor/master/doctorate). The transitional provisions of the law stipulate that all HEIs must ensure complete adoption of the three-cycle degree system by the 2007/08 academic year (Ch. XV, Art. 87).

According to the law, bachelor's programmes (*bakalavriati*) are educational programmes comprising at least 240 ECTS credits. Master's programmes (*magistratura*) are educational programmes comprising at least 120 ECTS credits. Doctoral studies (*doktorantura*) are educational programmes comprising at least 180 ECTS credits (Ch. VII, Art. 4; amendment No 2795, 17.03.2006).

A person with secondary-level education or equivalent may commence studies at bachelor's level. Bachelor's studies are the first stage of university education and consist of programmes that include extended theoretical teaching of subjects necessary for transition to

master's-level studies, or which are applicable on the labour market (ISCED 5A) (Ch. VII, Art. 48).

A person with a bachelor's degree or equivalent may begin master's degree studies. The aim of master's studies is to upgrade qualifications, change professions or train a specialist for research work or pedagogical activities. Master's degree studies should culminate in research projects that significantly expand on existing knowledge and provide qualifications for employment.

Alongside the three-cycle degree system, there is also a three-to-five-year (or five-to-six-year in the case of medical studies) certified specialist programme. This represents a single-level higher education programme that aims to prepare students for practising a specific profession (ISCED 5A) (Ch. VII, Art. 47). According to the 2004 law (Ch. VII, Art. 48), a certified specialist degree awarded after a six-year education programme in the field of medicine (including veterinary medicine) is equal to the level of a master's degree.

According to the 2004 law (Art. 88), the Ministry of Education and Science of Georgia is expected to develop new rules and conditions

for financing MA and PhD programmes in 2007.

When the amendments to the higher education law come into effect (anticipated for 2007/08), ISCED 5B programmes will also become legally differentiated from ISCED 5A. The provisions for this change have been included in the law on professional education to be adopted by parliament on 28 March 2007.

Only a person with a master's or an equivalent academic degree may enrol in a **doctoral programme** (Ch. VII, Art. 49). Since 31 December 2006 the scientific degree of doctor was abolished. Upon completion of the doctoral programme and successful defence of a dissertation, a doctoral student is awarded the academic degree of doctor. The academic degree of doctor is awarded by a Dissertation Board. Boards are established within the Faculties of Universities in compliance with the regulations prescribed by the relevant Dissertation Board Statute and approved by the institution's Academic Council. There is no separate legislation on doctoral studies; doctoral candidates are admitted to Universities according to the institution's enrolment criteria. In addition to individual

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research, theoretical training is required in doctoral programmes based on the specific requirements of the University.

Doctoral students in Georgia have the status of student in decision-making bodies but may also be employed as assistant professors in the same University.

The 2004 Law on Higher Education also defines that if the scientific degree of Candidate of Sciences was acquired before the law was adopted, then it is considered to be the equivalent of a doctorate. This applies to the persons who became aspirants (*aspiranti*) and who obtained a Candidate of Science degree before the establishment of the Dissertation Board provided in this law, but not later than 31 December 2006 (Ch. XV, Art. 89).

According to the Ministerial Decree No 407, the National Team of Bologna Promoters was established on 3 May 2006. The team members were nominated by eleven leading state and private HEIs, the League of Higher Education Student Organisations in Georgia, and the Ministry of Education and Science. The team elaborated a three-year work programme for 2007 to 2010. The primary goal of the Bologna Team is to ensure the

efficient implementation of Bologna priorities. The team focuses on three main objectives: quality assurance (external and internal), the three-cycle degree system (curriculum reform, national qualifications framework, etc.), and the recognition of qualifications (ECTS, Lisbon Convention, Diploma Supplement). The team members meet once a month and identify problems with regard to the implementation of Bologna priorities in Georgia. They organise seminars on all the above-mentioned issues and disseminate information among the stakeholders.

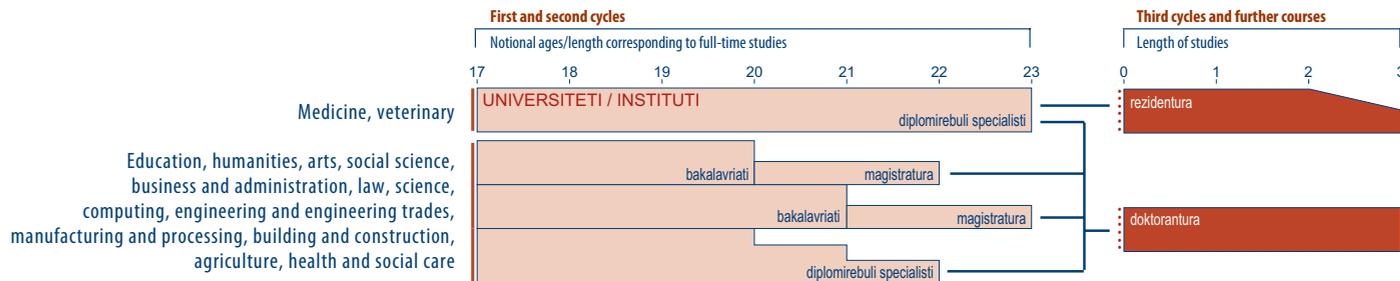
A public debate on a **National Qualifications Framework** was launched in November 2005 at the joint conference of the Ministry of Education and Science of Georgia and the Council of Europe – *Implementation of the Bologna Process in the Georgian Higher Education System*. Final adoption of the NQF is planned by the end of 2008.

According to the 2004 law, HEIs must implement **ECTS** for all three cycles before the beginning of the 2009/10 academic year (Ch. XV, Art. 87). In the third phase of institutional accreditation, the introduction of ECTS was one of the criteria for accreditation. Therefore, all HEIs that achieved institutional

accreditation in the third phase had already introduced ECTS; in 2006, 43 out of more than 100 HEIs obtained institutional accreditation.

According to the Ministerial Decree No 149 of 5 April 2005, all HEIs are expected to issue the **Diploma Supplement** (DS) developed by the European Commission, Council of Europe and UNESCO/CEPES. The DS is issued automatically and free of charge in Georgian and English for all levels of study.

The Ministry of Education and Science of Georgia and the National Education Accreditation Centre of Georgia is authorised to conduct follow-up measures with regard to the full implementation of ECTS and the DS. Several seminars and conferences have been held for all stakeholders. The Division of Academic Recognition and Mobility is also authorised to conduct follow-up measures with regard to the DS. The official ECTS guide was translated into Georgian in order to support HEIs in the introduction of ECTS. A draft decree on ECTS is being elaborated and circulated to HEIs for further comments. Bologna Promoters are also in charge of conducting follow-up measures.



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure/limitation of places at institutional level
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places at national/regional level

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The 2004 Law on Higher Education (Ch. III, Art.8) requires that all HEIs establish an internal **quality assurance** service; all accredited HEIs have complied with this regulation. Article 25 of the Quality Provision Service of Higher Education Institutions stipulates that 'the study and research activities of a higher education institution, as well as the process of upgrading personnel qualifications, are subject to systematic evaluation in which students also take part, the results of which shall be public and available to any interested person'. The Ministry of Education and Science of Georgia has drafted a national action plan with general guidelines and recommendations on quality assurance to HEIs. The national action plan will be discussed publicly before final adoption.

On 27 March 2006, the independent State Accreditation Agency for Educational Institutions (*saganmanatleblo datsesebulebebis sakhelmtsipo akreditaciis samsakhuri*) was established by the Ministerial Decree No 222. The organisation was later renamed as the National Education Accreditation Centre of Georgia (*ganatlebis akreditaciis erovnuli centri*). Chapter X of the 2004 Law on Higher Education stipulates all procedures and mechanisms for institutional and programme accreditation. Accreditation in Georgia includes internal assessment, external review, participation of students, and publication of results (Ch. X-Xi and Decree No 3, 10 May 2006, of the Director of the State Accreditation Agency for State Educational Institutions).

Pursuant to the 2004 law, diplomas issued by the accredited HEIs are automatically

recognised by the state. Only accredited HEIs are eligible to receive state education grants ⁽¹⁾. Non-accredited HEIs are not entitled to admit students on the basis of Unified National Admission Exams. Accreditation is mandatory for all state HEIs and it is optional for private HEIs. The law states that accreditation must be renewed every five years. If an institution receives conditional accreditation, it must be reviewed after two years.

The National Centre of Education Accreditation is not yet a member of the European Association for Quality Assurance in Higher Education (**ENQA**), but is preparing to apply for membership. The agency is newly established and is recognised by the state. It is not yet subject to peer review.

(1) State education grant: the allocation of state funds for a student, based on the results of the Unified National Examination and designed for financing the first-level educational programme at an accredited HEI.

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Legislative and/or official references

Date	Term in English	Term in national language
21 December 2004	Law of Georgia on Higher Education	Sakartvelos kanoni 'umaghlesi ganatlebis shesakheb'
5 April 2005	Decree No 149 of the Minister of Education and Science of Georgia on the approval of the State Document for the completion of higher education studies – the Diploma Supplement	Sakartvelos ganatlebisa da mecnierebis ministris 2005 tslis 5 aprilis #149 brdzaneba umaghlesi ganatlebis damadasturebeli sakhelmtsipo dokumentis – diplomis danartis formis damtkicebis shesakheb
26 July 2005	Decree No 374 of the Minister of Education and Science of Georgia on the introduction of the special programme promoting foreign nationals' studies in Georgian accredited higher education institutions and on the rule for allocating state grants to them	Sakartvelos ganatlebisa da mecnierebis ministris 2005 tslis 26 ivlisis #374 brzaneba uckho qveknis mokalaketa sakartvelos akreditebul umaghles saganmanatleblo datsesebulebebshi stsavlis khelshcheckobis specialuri programis damtkicebisa da uckho kveknis mokalakeebze sakhelmtsifo sastsavlo grantis ganatsilebis tsesis shesakheb
18 November 2005	Decree No 633 of the Minister of Education and Science of Georgia on the approval of Georgian higher education Baccalaureate (bachelor's level) specialisations	Sakartvelos ganatlebisa da mecnierebis ministris 2005 tslis 18 noembris #633 brdzaneba sakartvelos umaghlesi saganmanatleblo datsesebulebebis bakalavriatis specialobata chamonatvalis damtkicebis shesakheb
26 December 2005	Decree No 721 of the Minister of Education and Science of Georgia on the approval of the statute for the first election of a legal entity of public law – HEI managerial bodies	Sakartvelos ganatlebisa da mecnierebis ministris 2005 tslis 26 dekembris #721 brdzaneba sajaro samartlis iuridiuli piris –umaghlesi saganmanatleblo datsesebulebis martvis organoebis pirveli archevnebis chatarebis debulebis damtkicebis shesakheb
17 January 2006	Decree No 33 of the Minister of Education and Science of Georgia for licensing educational activities	Sakartvelos ganatlebisa da mecnierebis ministris 2006 tslis 17 ianvris #33 brdzaneba saganmanatleblo datsesebulebata saqmianobaze licenciis gacemis shesakheb
27 March 2006	Decree No 222 of the Minister of Education and Science of Georgia on the establishment of a legal entity of public law – the State Accreditation Agency for State Educational Institutions – and approval of its statute (later called The National Education Accreditation Centre of Georgia)	Sakartvelos ganatlebisa da mecnierebis ministris 2006 tslis 27 martis #222 brdzaneba sajaro samartlis iuridiuli piris – saqartvelos saganmanatleblo datsesebulebebis saxelmtsifo saakreditacio samsaxuris dafudznebis da misi debulebis damtkicebis shesakheb

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Date	Term in English	Term in national language
3 May 2006	Decree No 407 of the Minister of Education and Science of Georgia on the establishment of the National Team of Bologna Promoters	Sakartvelos ganatlebisa da mecnierabis ministris 2006 tslis 3 maisis #407 brdzaneba boloniis procesis mkhardamcheri erovnuli gundis shekmnis shesakheb.
10 May 2006	Decree No 3 of the Director of the State Accreditation Agency for State Educational Institutions on the approval of the procedure for recruiting accreditation experts and opening competition	Sakartvelos saganmanatleblo datsesebulebebis sakhelmtsifo saakreditacio samsakhuris direktoris 2006 tslis 10 maisis N 3 brdzaneba akreditaciis ekspertta sherchevis tsesis damtkicebisa da konkursis gamockhadebis shesakheb
28 March 2007	Law of Georgia on Professional Education	Sakartvelos kanoni profesiuli ganatlebis shesakheb

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The framework for the implementation of the Bologna Process in the Croatian higher education system was established with the adoption of the Act on Scientific Activity and Higher Education in July 2003 and its amendments in July 2004. The act incorporated the principles of the Bologna Process and stipulated that a programme structure based on **three main cycles** would be introduced in the 2005/06 academic year.

With the adoption of this act, all higher education institutions were legally obliged to restructure their study programmes in accordance with the principles of the **Bologna Process** and apply for their accreditation to the Ministry of Science, Education and Sports. The National Council for Higher Education evaluated the programmes; evaluation of all first- and second-cycle study programmes was launched at the beginning of 2005, and by the start of the 2005/06 academic year, more than 800 study programmes underwent evaluation. Study programmes were evaluated on their overall quality in comparison with international standards, while special focus was placed on whether the proposed study programmes complied with the Bologna Process and whether they met standards

related to teaching staff and available physical resources.

The **first cycle** of university studies (ISCED 5A) normally lasts three or four years and leads to the titles of *prvostupnik/prvostupnica* (baccalaureus/baccalaurea). The **second cycle** normally lasts one or two years and leads to the titles of *magistar/magistra struke* (master of arts or master of science). The majority of HEIs adopted the 3+2 model, and only a minority adopted the 4+1 model. Long studies, called integrated undergraduate and graduate studies, are still provided in fields such as law (5+0) and medicine (6+0). Long pre-Bologna studies exist alongside the three-cycle structure. These studies are being offered to students who enrolled in the 2004/05 academic year, before they were restructured in accordance with the principles of the Bologna Process, and will be offered until these students have graduated. New students cannot enrol in these programmes.

The bachelor's and master's programme structure also applies to professional studies (ISCED 5B). The first cycle normally lasts two or three years, and after completion of the third year leads to the title of *stručni prvostupnik/prvostupnica* (professional bac-

calaureus/baccalaurea). The second cycle normally lasts one or two years and leads to the title of *specijalist struke* (specialist). Graduates of professional studies are allowed to continue their studies at university level (ISCED 5A), but admission criteria are determined by the respective HEIs. The new Act on Academic and Professional Titles, which is currently in draft stage, will regulate the titles for each occupation and specialisation awarded to students who graduate from Bologna-structured programmes. It will also regulate the professional title awarded upon completion of professional studies that last less than three years.

As stipulated by the Act of July 2003, the new **doctoral studies** last a minimum of three years, and lead to a title of *doktor znanosti* or *doktor umjetnosti* (Ph.D. in Science or Ph.D. in Arts). For students who enrolled in pre-Bologna programmes before 2005, doctoral programmes in the same field as the master's degree take just one year, while doctoral programmes in arts take two years. These programmes will only be offered until the remaining students have graduated; new students cannot enrol in these programmes. Normally, no compulsory preparatory courses

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are needed to embark on doctoral studies. Entry requirements are usually a specific grade-point average obtained during graduate studies, along with letters of recommendation. Some study programmes (e.g. those at medical schools) require published articles and/or completion of specific courses for enrolment.

Under the former system, taught courses were required in certain circumstances; however, a doctorate could also be awarded without taught courses. The new doctoral degree, however, will not be awarded without the completion of a doctoral study programme that includes both taught courses (20-30 %) and individual research (70-80 %). The evaluation of third-cycle studies began at the end of 2005 and will be completed in 2007. The evaluation is performed by the National Council for Higher Education and is based on principles similar to the evaluation of first- and second-cycle studies.

The Act of July 2003 opened up the possibility for the organisation of joint studies for the first time. For the purpose of the development of joint studies and joint degrees, the National Foundation for Science, Higher Education and Technological Development of the Republic of Croatia launched the *Development of Joint*

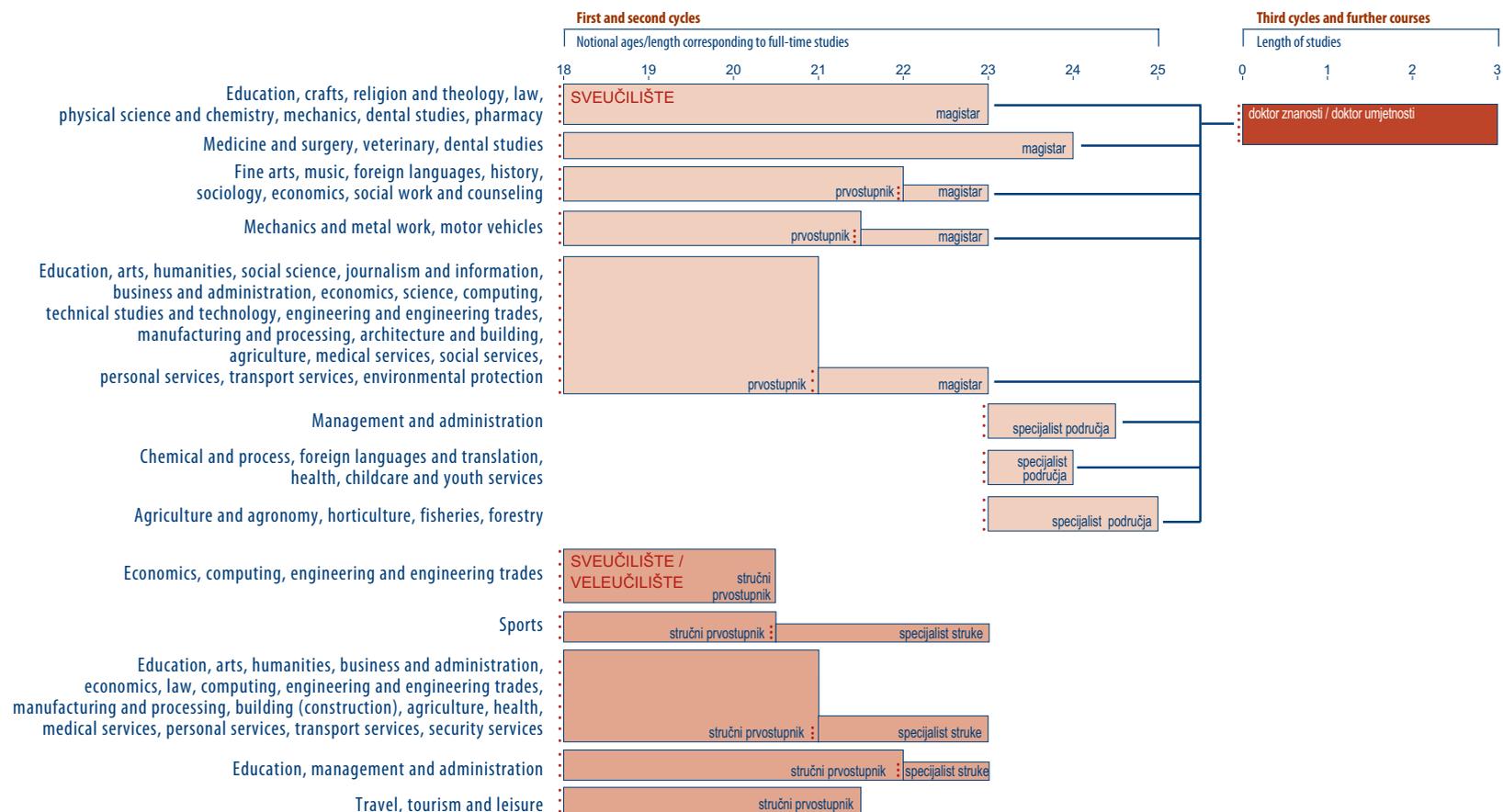
Studies Programme in 2005. Thus far, four joint studies projects have been accepted for funding.

The introduction of **ECTS** was also a legal obligation for all HEIs, as stipulated by the Act of July 2003. Since the 2005/06 academic year, all study programmes have introduced ECTS, used both in terms of transfer and accumulation. During the first cycle of university or professional studies, students earn 180 to 240 ECTS credits, and during the second cycle of university or professional studies, students earn 60 to 120 ECTS credits. The total number of credits earned after the completion of the first and second cycles must be at least 300 ECTS credits. ECTS credits are also assigned in the third cycle of studies; HEIs are obliged to use ECTS but are free to determine the number of credits necessary for the completion of third-cycle study programmes.

The Act of July 2003 also stipulated that the **Diploma Supplement** (DS) (*dodatak diplomi or dopunska isprava*) would be issued by all HEIs. The Regulation on the Content of Diplomas and Additional Documents on Studies adopted in December 2004 determines the content of the DS and stipulates that it will

be issued upon graduation to students who enrolled in higher education in the 2005/06 academic year or later. This means that only students enrolled in the new Bologna structured programmes receive the DS; for three-year programmes, it will be issued for the first time in 2008. Further amendments to this regulation, which will be adopted at the beginning of 2007, stipulate that the DS will be issued automatically to these students, in English and in Croatian, free of charge. In the last few years, some faculties have been issuing the DS to students who graduated from pre-Bologna programmes. They are issued in English at the request of students and in exchange for payment.

At the beginning of 2006, the Ministry of Science, Education and Sports formed a working group that began preparations for the development of the **Croatian Qualifications Framework** (CROQF). A proposal for the CROQF has been completed, presented and discussed with all the relevant stakeholders. So far, the eight levels of the CROQF have been described only in terms of credit ranges and qualifications gained after the completion of studies within a certain level. In 2007, the working group will define common



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure/limitation of places at institutional level
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places at national/regional level

Only the new system introduced in 2004/05 is shown in the diagram. Higher education is at present in a transitional phase in which two systems will coexist until 2009.

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standards and descriptions for all levels; these will serve as a basis for the development of detailed descriptions for all qualifications based on measurable learning outcomes and competencies.

In January 2006, the first stage of the new lump sum financing model for HEIs was introduced. Under this model, the total amount of funds (salaries, material costs, scholarships, student activities, etc.) is transferred from the state budget directly to universities, which then divide the funds among their constituent parts. In this way, the lump sum financing model is introducing a single financial policy for each university and represents a financial aspect of the legal integration of universities.

The national body responsible for external **quality assurance** is the National Council for Higher Education (*Nacionalno vijeće za visoko obrazovanje*), an expert and advisory body tasked with the development and quality of the higher education system in Croatia. It was established by the Higher Education Act of 1993 as an independent body appointed by the Croatian parliament, and in such a way enables and safeguards unbiased quality control of HEIs. In accordance with the Act on Scientific Activity and Higher Education, the

new National Council was set up at the end of December 2004 with redefined responsibilities. It proposes measures for the advancement of higher education, proposes plans for the development of the network of HEIs, advises the minister on regulations for standards and criteria for the establishment and evaluation of HEIs and study programmes, appoints evaluators and performs the evaluation of HEIs and study programmes.

The National Council performs its tasks with professional support from the Agency for Science and Higher Education (*Agencija za znanost i visoko obrazovanje*). The Regulation establishing the Agency for Science and Higher Education was adopted in July 2004, and the Agency has been operational since January 2005. Through its Quality Assurance Department, the Agency is responsible for providing expert support in the process of evaluating HEIs, their study programmes and the quality assurance systems at HEIs. It also collects and analyses data related to the national science and higher education system.

In 2001, the National Council became a member of the Central and Eastern European Network of Quality Assurance Agencies in Higher Education (CEE Network). The Agency

for Science and Higher Education participates in international cooperation in the field of higher education and formally submitted an application for membership with the European Association for Quality Assurance in Higher Education (**ENQA**) on 2 January 2007.

External evaluation of HEIs and study programmes is carried out by the National Council for the purpose of institutional accreditation and accreditation of study programmes granted by the Ministry of Science, Education and Sports, and as one of the criteria for the allocation of state funding to HEIs. HEIs are evaluated according to a schedule devised by the National Council. At the start of 2007, the National Council will adopt a four-year evaluation plan. For the purpose of evaluation, the National Council appoints an expert commission whose members submit a report to the National Council via the Agency. One of the criteria in the evaluation of an HEI is its self-evaluation. The evaluation also includes a site visit. On the basis of evaluation, the National Council recommends to the minister whether accreditation should be issued or denied. The National Council informs the public on the

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results of the evaluation of HEIs and study programmes.

Regarding internal quality assurance, four out of seven Croatian universities have already established quality assurance offices, while

the remaining three are in the process of establishing them. These offices will form the National Network for Higher Education Quality Assurance, to be coordinated and overseen by the Agency. Students have been involved

in the internal evaluation of some HEIs, through ECTS committees, quality assessment committees and student evaluation projects, as well as by being members of faculty councils and university senates.

Legislative and/or official references

Date	Term in English	Term in national language
23 July 2003	Act on Scientific Activity and Higher Education	Zakon o znanstvenoj djelatnosti i visokom obrazovanju
25 September 2003	Act on Recognition of Foreign Education Qualifications	Zakon o priznavanju inozemnih obrazovnih kvalifikacija
15 July 2004	Regulation on Establishing the Agency for Science and Higher Education	Uredba o osnivanju Agencije za znanost i visoko obrazovanje
21 July 2004	Act on Revisions and Additions to the Act on Scientific Activity and Higher Education	Zakon o izmjenama i dopunama zakona o znanstvenoj djelatnosti i visokom obrazovanju
29 December 2004	Regulation on the Content of Diplomas and Additional Documents on Studies	Pravilnik o sadržaju diploma i dopunskih isprava o studiju
29 December 2004	Regulation on Measures and Criteria for the Evaluation of Quality and Efficiency of Higher Education Institutions and Study Programmes	Pravilnik o mjerilima i kriterijima za vrednovanje kvalitete i učinkovitosti visokih učilišta i studijskih programa

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The organisation of the higher education sector is governed by Act No. CXXXIX of 2005 on Higher Education.

The new degree structure based on **three cycles** was adopted in December 2004. Almost all main fields of study are implemented in accordance with the new structure. Exceptions are medicine, pharmacy, dental and veterinary studies, architecture, law and certain crafts/arts/design related study programmes, which retain a long single-cycle structure of 5-6 years.

Programmes that last 5-6 years will be retained alongside the new Bachelor's/Master's structure for a certain transition period. Higher education institutions are obliged by law to launch programmes based on three cycles with effect from the 2006/07 academic year.

The first cycle refers to programmes at ISCED level 5A lasting 6-8 semesters (3-4 years; 180-240 credit points) leading to Bachelor's degrees (*alapfokozat*). The second cycle will lead to Master's degrees (*mesterfokozat*) at ISCED level 5A and will last 2-4 semesters (1-2 years; 60-120 credit points).

Two-year advanced vocational programmes (*felsőfokú szakképzés* at ISCED level 5B) are

available on an optional basis prior to first-cycle programmes leading to advanced vocational qualifications. Such programmes can count towards any ISCED 5A programmes up to a maximum of 60 credit points.

Professional higher education training programmes (*szakirányú továbbképzés* at ISCED level 5A) can follow any degree (Bachelor's or Master's). They involve specialisation in a field of study (with the awarding of a certificate on completion), but do not lead to another degree.

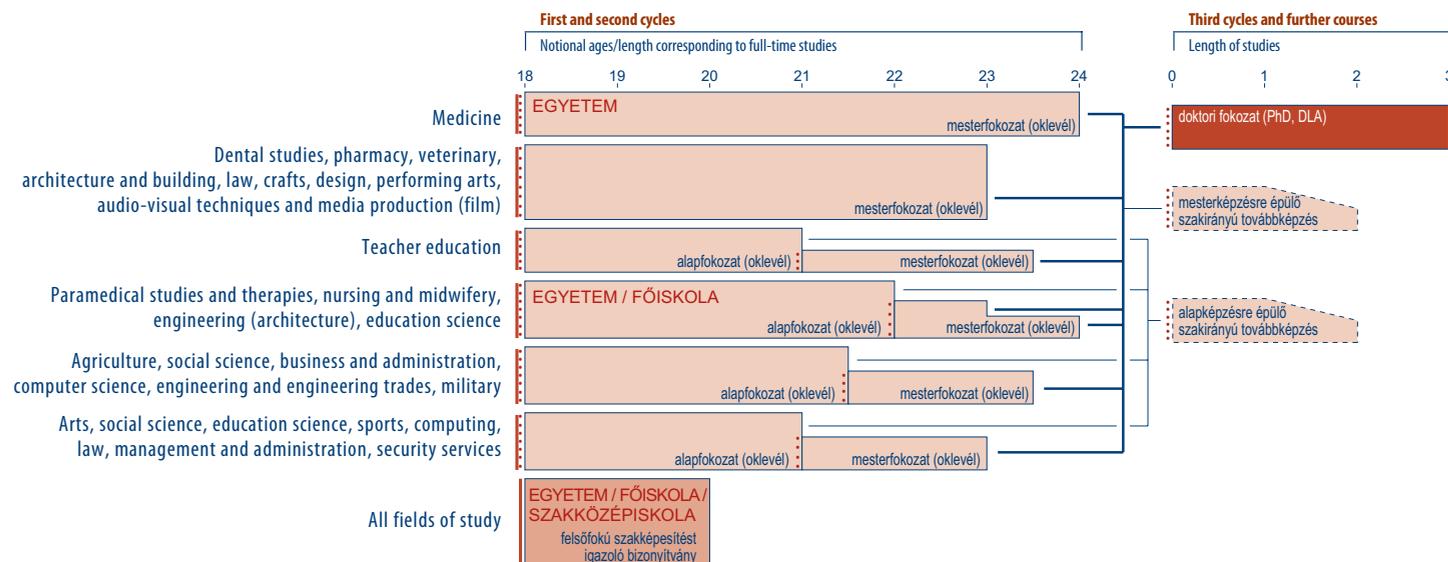
A three-year **doctoral** study programme (*doktori képzés*) already in existence can follow any Master's qualification or equivalent title. In addition to the Master's qualification or equivalent title, each candidate has to possess a type 'C' middle-level foreign language certificate (written and oral) and has to undergo the entry procedure which includes a written dissertation plan and an interview. Further entry requirements can be set by the institutions. There are four basic forms of doctoral training:

(1) full-time student with a state scholarship (state financed student),

- (2) full-time student without a state scholarship,
(3) part-time student,
(4) students preparing individually for their doctoral degree.

There are two legally separate parts of the process leading to the doctoral degree. First there is the training programme which lasts 6 semesters, with a total of 180 credit points. Taught courses are an integral part of the doctoral phase. Secondly, along with completed training, the degree awarding process requires medium-level proficiency in two foreign languages, and a written thesis supported by scientific publications. The applicants have to pass two oral doctoral exams and defend their thesis publicly. ISCED 6 research training is included in doctoral programmes, in addition to individual research.

The 2005 Act on Higher Education provides for international **joint or double degrees** that can be awarded by two or more higher education institutions. Due to the fact that the issuing of joint degrees has only been possible since March 2006, experience with it is limited.



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure/limitation of places at institutional level
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places at national/regional level

Master courses are being accredited continuously. A Master course may last 2-4 semesters according to the 2005 Act on Higher Education.

ISCED 5B advanced vocational programmes (*felsőfokú szakképzés*) lead to a *bizonyítvány*, which is a certificate and not a degree like the *oklevél*. Advanced vocational programmes are final qualifications which either give access to the employment market or offer the possibility of exemption from part of any 1st cycle ISCED 5A programme up to a maximum of 60 credit points.

The qualification *alapképzésre épülő szakirányú továbbképzés* does not provide higher qualification, nor access to *doktori fokozat*.

Teacher education (*tanárképzés*) refers to lower and upper secondary teachers. According to the new rules and regulations, becoming a teacher (*tanár*) requires a *mesterfokozat* (master degree), which lasts half a year longer than most other master degree programmes because a teaching practice of 30 credit points is an integral part of the training. Teachers of primary education (*tanítók*) in Hungary require special training (both theoretical and practical in the fields of methodology and pedagogy) at the level of *alapképzés*.

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A concept paper for the development of a **National Qualifications Framework** has been prepared by a network of experts. It is to be an 'umbrella'-type framework that provides a common framework to the qualification systems of the various sub-sectors of education (public education, vocational education and training, higher education, adult education), using an outcome-based approach. An inter-departmental/ministerial committee will work out the details of the framework before the draft proposal is submitted to the government in the autumn of 2007. The framework's implementation is planned to be financed under the New Hungary Development Plan 2007-2013 (National Strategic Reference Framework of Hungary).

ECTS is the only existing credit system. It has been provided for by law since November 2000 and was introduced in practice and implemented on a general basis in the 2003/04 academic year. ECTS is mandatory and used both in terms of transfer and accumulation.

The **Diploma Supplement** (DS) has been issued by higher education institutions since July 2003. Since March 2006, according to the 2005 Act on Higher Education, all higher education institutions provide the document

automatically and free of charge in Hungarian and English and/or (at the request of the student) in an ethnic minority language if the study programme was delivered in this minority language. The first copy of the DS is free of charge at every level of higher education.

Follow-up measures (incentives and control) exist for most aspects of the Bologna Process. Financial, administrative and counselling services (e.g. design of learning outcomes for the new degree structure, discussion of the proposal with relevant representatives of the labour market, and grants for designing new curricula as part of the National Development Plan) have been introduced at national level by public authorities to encourage the full implementation of the three-cycle structure. Applicants for grants may apply through tenders. The amount of the financial incentive may vary depending on the type and content of the application (e.g. new study programme curricula, quality assurance, etc.). The use of grants is monitored.

As regards ECTS, technical assistance, information points and other administrative and counselling services have been set up

by the National Credit Council, which is also responsible for follow-up measures such as general credit monitoring.

The National Europass Centre (NEC) has introduced administrative and counselling services to encourage the full implementation of the DS. The NEC is also responsible for follow-up measures.

The *Magyar Felsőoktatási Akkreditációs Bizottság* (Hungarian Accreditation Committee, HAC) was established in 1993. According to the 2005 Act on Higher Education, the HAC is responsible for **quality assurance** of institutions and study programmes (accreditations), and supports institutions in developing internal quality assurance mechanisms. The accreditation procedure is compulsory for all types of higher education institutions and programmes.

The HAC is an independent body of experts, consisting of 29 members involved in higher education and research institutions. Two non-voting student members, representing the Conference of Students' Unions (*Hallgatói Önkormányzatok Országos Konferenciája*) and the National Association of PhD Students (*Doktoranduszok Országos Szövetsége*), take

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part in the plenary meetings of this body. Student participation is officially regulated and compulsory. The HAC may decide to invite some counsellors from fields not represented by full members (at present five) and regular participants (at present six) to take part at their meetings. Counsellors and regular participants take part in discussion, but are non-voting members. Foreign experts may also be invited occasionally.

The HAC has an International Advisory Board (*Nemzetközi Tanácsadó Testület*) with nine members. The tasks of this board are to monitor, assess and evaluate the principles of operation, the orders of procedure as well as the accreditation requirements and practices of the HAC. While doing this, international requirements and harmonisation should be taken into special consideration.

In terms of **internal evaluation**, institutions are obliged to prepare their annual institutional evaluation report to be discussed and voted by the institutional council. As part of the accreditation procedure and the interim control procedure, they are also required to prepare self-evaluation documentation, for which the HAC provides detailed guidance. Students take part in the evaluation procedure

at institutional level. The institution's annual evaluation report is accepted by the Senate, which includes student representatives. The self-evaluation documents provide spaces for students to express their opinions.

External evaluation is a lengthy multi-level process. The institution prepares its documentation and self-evaluation report based upon the pre-set HAC guidelines. The HAC nominates a Visiting Accreditation Committee (*Látogató Bizottság*), whose composition varies according to the type of institution, the number of faculties and number of degree programmes. Based on the self-evaluation report, experiences, documented interviews and meetings during the visit, the Visiting Accreditation Committee prepares its own report for the HAC. The report, comments and evaluation are communicated to the institution, which is given the opportunity to make further remarks. The report, thus further supplemented, reaches the full plenary meeting of the HAC during which it is finalised.

The Visiting Accreditation Committee meets the students and their representatives during the external evaluation procedure and conducts an interview according to pre-set guidelines. At national level, one

representative of the Conference of Students' Unions (*Hallgatói Önkormányzatok Országos Konferenciája*) and one representative of the National Association of PhD Students (*Doktoranduszok Országos Szövetsége*) are delegated to participate regularly at HAC meetings.

The **accreditation** procedure is mandatory and involves two separate procedures. On the one hand, it involves examining higher education institutions (education and training activities and conditions, research activities and facilities, staff, organisational structure and infrastructure), and on the other hand, the degree programmes themselves (curriculum content, the proportion of practical and theory-based instruction, qualified staff and infrastructure).

Each institution has to undergo the accreditation procedure every 8 years and an interim control procedure after 4 years. A summary of the results of the accreditation procedure is published in the Accreditation Bulletin (*Akkreditációs Értesítő*) as well as on the HAC website. The right to investigate the financial activities of the HEIs is exercised by the State Audit Office (*Állami Számvevőszék*).

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The HAC has been a full member of the European Association for Quality Assurance in Higher Education (**ENQA**) since 2000. The

HAC is also a member of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) and the Network

of Central and Eastern European Quality Assurance Agencies in Higher Education (CEEN).

Legislative and/or official references

Date	Term in English	Term in the national language
4 June 1999 (Valid: 12 June 1999 – 1 March 2006)	Act No. LII of 1999 on institutional integration (first step towards a linear degree system)	A felsőoktatási intézményhálózat átalakításáról, továbbá a felsőoktatásról szóló 1993. évi LXXX törvény módosításáról szóló 1999. LII. törvény
29 November 2000 (Valid: 7 December 2000 – 13 April 2006)	Governmental Decree 200/2000 (XI. 29.) on the implementation of the credit system and on the central registration of institutional credit systems	A felsőoktatási tanulmányi pontrendszer (kreditrendszer) bevezetéséről és az intézményi kreditrendszerek egységes nyilvántartásáról szóló 200/2000 (XI. 29.) Korm. rendelet
24 December 2001 (Entered into force: 1 January 2002)	Act No. XCIX of 2001 regulating the implementation of ECTS	A felsőoktatási képesítéseknek az európai régióban történő elismeréséről szóló, 1997. április 11-én, Lisszabonban aláírt Egyezmény kihirdetéséről szóló 2001. évi XCIX. törvény
3 June 2003 (Valid: 1 July 2003 – 1 March 2006)	Act No. XXXVIII of 2003 regulating the implementation of the Diploma Supplement	A felsőoktatásról szóló 1993. évi LXXX. törvény módosításáról szóló 2003. évi XXXVIII. törvény
29 November 2005 (Entered into force: 1 March 2006)	Act No. CXXXIX of 2005 on Higher Education	A felsőoktatásról szóló 2005. évi CXXXIX. törvény
22 December 2005 (Entered into force: 30 December 2005)	Governmental Decree 289/2005 (XII.22) regulating the new degree structure	A felsőoktatási alap- és mesterképzésről, valamint a szakindítás eljárási rendjéről szóló 289/2005. (XII. 22.) Korm. rendelet
28 March 2006 (Entered into force: 1 July 2006)	Governmental Decree 69/2006 on the Hungarian Higher Educational Accreditation Committee	A Magyar Felsőoktatási Akkreditációs Bizottságról szóló 69/2006 (III. 28.) Korm. rendelet

Websites

Website of the Hungarian Accreditation Committee for further information on the results of the accreditation procedure: <http://www.mab.hu>

Recommendations of the 2006 Meeting of the HAC International Advisory Board: <http://www.mab.hu/doc/recomFinal0606.doc>

The External Evaluation of the Hungarian Accreditation Committee: <http://www.mab.hu/english/doc/extevalhac.pdf>

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The Universities Act and the Qualifications (Education and Training) Act adopted in 1997 and 1999 respectively regulate most arrangements linked to the Bologna Process in higher education institutions.

The **three-cycle degree structure** pre-dates the Bologna Process. All students are enrolled in this structure that is offered in all ISCED 5A programmes of all HEIs. The award of qualifications is governed by the Acts above-mentioned.

Bachelor's degrees are generally awarded after 3 or 4 years but may last longer for specific fields of studies such as medicine or architecture. Courses leading to Master's or other postgraduate awards last between 1 and 3 years.

ISCED 5B are also offered by certain HEIs but only consist of one cycle. Students can progress to Honours Bachelor programmes depending on the achievement of these programmes and ultimately progress to the second and third cycles.

Doctoral programmes last at least 3 years of full-time work. Students entering those programmes are normally in possession of a Masters degree, but in a small number of

instances students with for example first class Bachelors degree with Honours may be able to embark on a doctorate without a Masters degree. Typically **doctoral** programmes are obtained by a process of supervised research resulting in the production of a thesis. There are a small number of programmes (profession training in the sense of research skills, widening academic environment, etc.) where there is substantial taught part in addition to the thesis. It runs in parallel with the research element.

Students working for a doctorate can be awarded postgraduate scholarships which assists with their training.

Under the Qualifications (Education and Training) Act 1999, the Higher Education and Training Awards Council (HETAC) may establish agreements with other awarding bodies for the purposes of making **joint degrees**. It has been done on several occasions while a number of additional proposals are being considered. In 2005, HETAC published its policy and criteria for making joint degrees, joint accreditation and accreditation of jointly provided programmes.

In a small number of cases, the Dublin Institute of Technology (DIT) has agreed joint awards for programmes. Joint awards are not yet made in the University sector. There are however many examples of joint programmes, with other Irish, European and international partner institutions. Some of the joint programmes lead to dual awards or to a single degree with an additional certificate outlining the joint nature of the programme. A number of Irish universities are members of Erasmus Mundus and other joint programme consortia and have been making such awarding arrangements for several years.

A **National Qualifications Framework** is in place since 2003 spanning all levels of education and training from basic education to doctorate level. In the aftermath of the Bergen Ministerial meeting, Ireland responded to an invitation to undertake a pilot project of the self-certification of the compatibility of the Irish National Framework of Qualifications with the Bologna framework. This verification process was successfully completed in November 2006.

The **ECTS** has been incorporated into the national awards system of the Higher Education and Training Awards Council

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(HETAC) since 1989 and is implemented in the programmes offered by the higher education providers accredited by HETAC. While it is not mandatory, ECTS are used (for both transfer and accumulation) in practice in the HEIs concerned.

All students enrolled in HEIs that offer programmes accredited by HETAC have credits attached to their programmes regardless of the type of student and mode of study (i.e. at undergraduate and post graduate levels). As part of programme design, HETAC providers are required to identify the number of credits for each module.

DIT has operated the ECTS system since the mid 1990s. All programmes are required to show the number of credits available for each module/subject.

All universities are now using ECTS across all Bachelor's programmes, and ECTS is now the basis for making such awards.

The detailed use of ECTS across all university postgraduate programmes is still being introduced. However, a general outline for Master programmes has already been defined in terms of ECTS. PhD programmes are now also beginning to be described in these outline

terms in order to specify student workload, although the breakdown of this workload into modules and other units at postgraduate level is currently less detailed than at undergraduate level.

The **Diploma Supplement** (DS) (compliant with the EU/CoE/Unesco format) was introduced on a national basis in 2005. In the case of those institutions outside the university sector, it is issued in English automatically and free of charge to all graduates. Five of the universities issue Diploma Supplements automatically in English to all graduates. Two other universities have not yet commenced. The Diploma Supplement is however issued upon request. A project has been initiated to make it available to all students, automatically and free of charge from 2007.

The three-cycle structure is fully implemented since a long time, so **incentives** for implementation do not exist. As regards the implementation of ECTS on a general basis, a new software system is being phased in at one higher education institution during the 2006/07 academic year, and can be considered as a facilitative measure. Deployment of the DS is overseen by a National Steering Group composed of all stakeholders in higher

education. The national EUROPASS centre also plays a critical role in promoting the DS.

There are five **national agencies** involved in the **quality assurance**, namely Higher Education Authority (HEA), National Qualifications Authority of Ireland (NQAI), Higher Education and Training Awards Council (HETAC), Dublin Institute of Technology and Irish University Quality Board (IUQB).

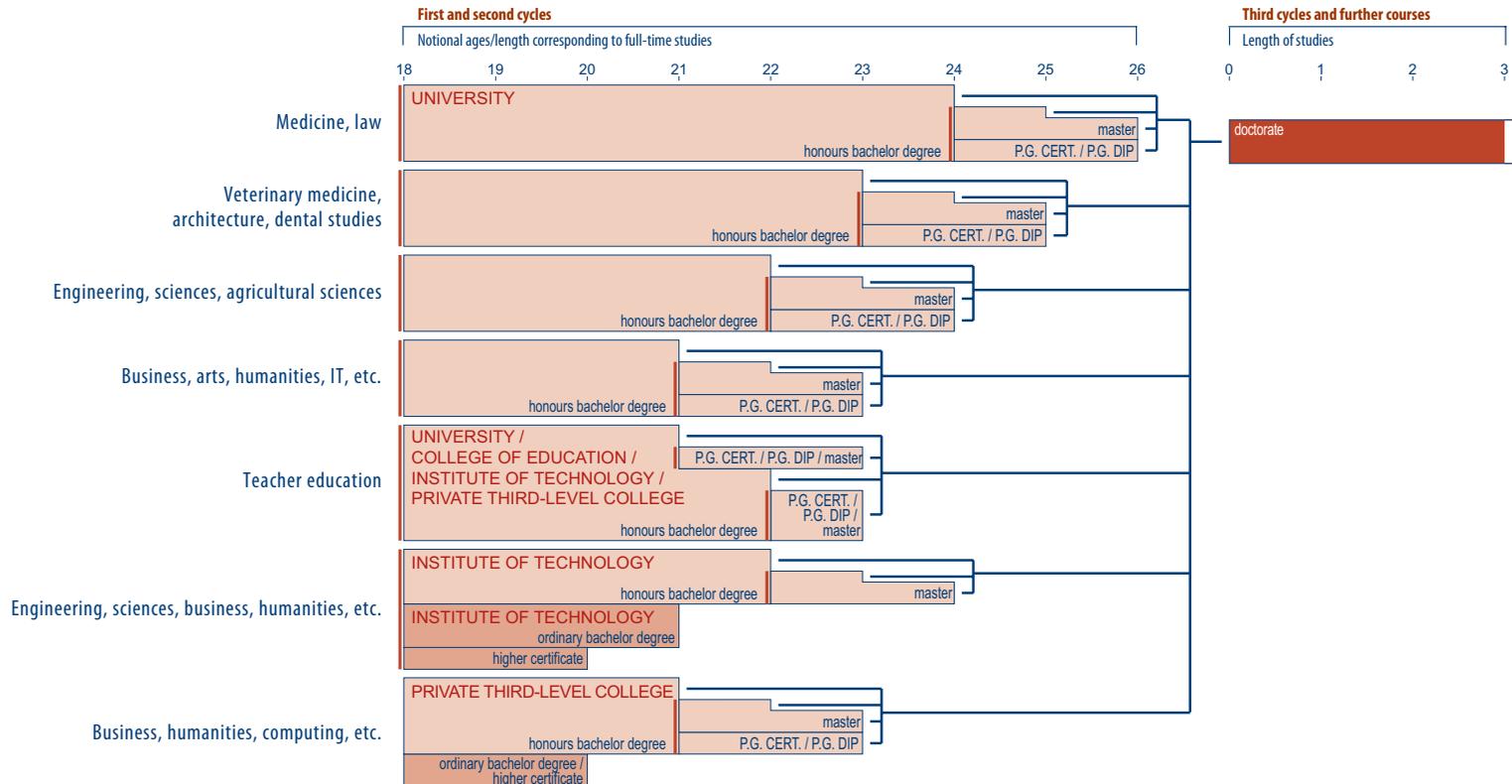
The universities are obliged under the Universities Act (1997) to establish and implement procedures for quality assurance, and to arrange for a review of the effectiveness of these procedures. The HEA was established in 1972, and is responsible for furthering the development and assisting in the co-ordination of State investment in higher education. It has a statutory function to assist universities achieve their quality assurance objectives; to review and report on the quality assurance procedures developed by the universities and to be consulted by the universities in their review of the effectiveness of quality assurance procedures.

The NQAI was established by the Qualifications (Education and Training) Act 1999, and is responsible for the maintenance of the

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HIGHER EDUCATION STRUCTURE

2006/07



Source: Eurydice.

■ ISCED 5A (1st or 2nd programme)	■ ISCED 6 programme	• Selection procedure/limitation of places at institutional level
■ ISCED 5B (1st or 2nd programme)	□ Further qualification	■ Selection procedure/limitation of places at national/regional level

P.G. CERT. *Postgraduate Certificate* | P.G. DIP. *Postgraduate Diploma*

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National Framework of Qualifications, and the promotion of standards in further and higher education. This is achieved through to the quality assurance procedures of the Awards Councils and the quality assurance responsibilities of the Authority in relation to the DIT.

HETAC was established as part of the Qualifications (Education and Training) Act 1999. Its governance includes international members with overseas international experience in higher education and quality assurance systems from Europe and North America. The Act also foresees the participation of a student representative. HETAC is the qualifications awarding body for the Institutes of Technology and other non-university higher education providers. It has delegated authority to make awards to the Institutes of Technology. As part of its statutory function, it is required to agree and review the effectiveness of quality assurance procedures with its providers. All higher education institutions are primarily responsible for establishing quality assurance procedures in accordance with HETAC guidelines and criteria. HETAC is responsible for both accreditation and for external evaluation. As part of these

reviews, each provider is required to conduct a self-assessment, which is made available to the evaluation panel. A panel of international and national experts are engaged for programme accreditation, delegated authority (institutional accreditation, research accreditation and quality assurance activities. Learners and graduates are interviewed during this process, and their input can substantially influence the deliberations of these panels. HETAC has taken a decision to publish all reports with effect from June 2006. It also proactively engages with providers to ensure that recommendations are implemented and observations are noted.

The Qualifications (Education and Training) Act 1999 provides that there should be a review of HETAC every five years (by an international panel of experts). In 2006, this review took place, which also had regard to the European Standards and Guidelines for Quality Assurance. The report concludes that HETAC is fulfilling its statutory function, and is meeting all of the standards of the European Standards and Guidelines for Quality Assurance. The Dublin Institute of Technology was established in 1992 through the merger of six colleges that has awarding authority. Their awarding powers

were transferred to the new Dublin Institute of Technology in the DIT Act, 1992; the awarding powers were extended to include the power to award degrees (Bachelor, Masters, PhD) following an international review in 1996.

While the Dublin Institute of Technology (DIT) has primary responsibility for the implementation of quality assurance procedures, the National Qualifications Authority of Ireland has a quality assurance review role in relation to these procedures. The DIT has recently undergone an external quality assurance evaluation by the European Universities Association (EUA) on behalf of the National Qualifications Authority of Ireland (NQAI). The report of the review team and the response of the Institute to the report are available on both the NQAI website and the DIT website (<http://www.dit.ie>).

The Irish Universities Quality Board (IUQB), an inter-university body established to co-operate on developing quality assurance procedures, and the HEA engaged the European University Association (EUA) to undertake an extensive, independent and objective review of quality assurance in Irish universities with the assistance of experts from Europe, America and Canada. The intention

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was that this review would support the Irish universities in the continuing development of their quality assurance procedures to meet the best standards and practices in the world.

The findings of the QA review process indicate that the universities have gone well beyond the legislative requirements set out in the Universities Act 1997, in putting in place strong, functioning quality assurance procedures, which are operating successfully.

Students are represented on, inter alia, the Governing Bodies of Higher Education institutions established in statute, the Higher Education Authority (HEA), the National Qualifications Authority of Ireland (NQAI), Higher Education and Training Awards Council (HETAC) and the Further Education and Training Awards Council (FETAC). Student

representation has been further advanced through the policy initiatives on quality assurance, where the proposed system recognises the importance of students in the process, particularly in reviews of academic Departments and of units that directly provide services to students. This approach is underpinned by legislation, including the Universities Act 1997 and the Qualifications (Education and Training) Act 1999.

The Irish Higher Education Quality Network was established in October 2003 as a formal network. The network comprises the main organisations with a role or significant interest in quality assurance in higher education and training in Ireland. Membership includes the Universities, the Institutes of Technology, the Higher Education Colleges Association, the HEA, HETAC, IUQB, DIT, NQAI, student

representatives and the Department of Education and Science.

The network provides a forum for discussion of quality assurance issues amongst the principal national stakeholders involved in quality assurance of higher education and training in Ireland and allows for the dissemination of best practice in quality assurance amongst practitioners and policy makers involved in the Irish higher education and training sector.

Both the HEA and HETAC are members of the European Association for Quality Assurance in Higher Education (**ENQA**). The NQAI is a candidate member.

HETAC also provides secretarial support for the International Network for Quality Assurance in Higher Education (INQAHE).

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Legislative and/or official references

Date	Term in English
1992	Dublin Institute of Technology Act & Institute of Technology Act
1997	Universities Act
1999	Qualifications (Education and Training) Act
2006	Institutes of Technology Act

Websites

Department of Education and Science: <http://www.education.ie>

The Higher Education Authority (HEA): <http://www.heai.ie>

The National Qualifications Authority of Ireland (NQAI): <http://www.nqai.ie>

The Higher Education and Training Awards Council (HETAC): <http://www.hetac.ie>

Dublin Institute of Technology (DIT): <http://www.dit.ie>

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New framework legislation regarding higher education was adopted on 1 July 2006. Before that, higher education was regulated by the Universities Act adopted in 1997.

In 2003, the Ministry of Education, Science and Culture appointed a national Bologna working group to coordinate and conduct the Bologna process, as well as to provide input and make proposals for possible legislative reforms and regulations. The group consists of representatives from the ministry, all higher education institutions (HEIs) and student organisations.

The Icelandic higher education system is based on a **three-cycle structure**. A degree structure based on two main cycles (Bachelor's/Master's) has existed for a long time in parallel with the single structure *candidatus* degrees which last four to six years. Bachelor's degrees were introduced in the 1940s and Master's degrees in the 1950s. In recent years, many *candidatus* degrees have moved towards the two-cycle system. Traces of the one-tier *candidatus* system remain in medicine and dental studies. The new 2006 legislation requires HEIs to adopt a three-cycle system.

It is possible to transfer from (professionally oriented) ISCED level 5B programmes to ISCED level 5A (Bachelor's and/or Master's) programmes.

Doctoral programmes are offered in two HEIs in several fields. In some fields, students have the possibility to enrol in a doctoral programme without having completed a MA/MS degree, but in this case the duration of the doctoral programme is prolonged. The doctoral programmes include course work, which usually makes up about 15% of the programme. Each HEI that has been permitted to grant second- and third-level degrees can decide on the duration and form of the degrees. Theoretical training is included in doctoral programmes depending on the nature of research and is undertaken at the same time as individual research. Doctoral students are considered as both students and early stage researchers, which allows for active participation in the research community but with the added benefits of student support.

ECTS has been used in parallel with the national credit system since 1990 in most HEIs. The national credit system, in which one credit is equivalent to two ECTS credits, is based on the same principles as ECTS and is used by all

HEIs. ECTS credits are awarded for all courses in all degree programmes and reflect student effort, class attendance, homework and examinations. ECTS is used for credit transfer and accumulation.

All HEIs introduced the **Diploma Supplement** (DS) for graduates in 2004. The DS is available automatically and free of charge to all students. It is issued in English, but some HEIs issue it in Icelandic as well.

There are no specific financial **incentives** in the legislation that facilitate the implementation of the three-cycle structure, ECTS or DS, as they have already been fully introduced. However, the new 2006 legislation is very specific as regards the structure of degrees, and thus requires HEIs to maintain the three-cycle structure as well as using ECTS and DS as standard procedure.

International **joint degrees** have a legal basis in the new Higher Education Act. Joint study programmes are offered in some study fields.

As part of the new legislation, a **National Qualifications Framework** (NQF) was adopted in 2006. The main contents of the NQF focus on the structure of the qualifications of degrees. HEIs are required to

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define the knowledge, skills and competences that students will have gained when awarded a degree.

In 2004, the Ministry of Education established a special committee on quality in the education sector (*Gæðahópur*). The mission of this committee is to map the situation concerning quality issues at all educational levels. For the higher education level, the Bologna process was at the forefront of the work.

General provisions for **quality assurance** in higher education are laid down in the 2006 Higher Education Act and in the regulations of the same year.

The Office of Evaluation and Analysis (*Mats-og greiningarsvið*) was established in 2006 in the Ministry of Education, Science and Culture. This office exercises its responsibilities at national level. Its responsibilities are to oversee

the external quality assurance processes, set forth in the 2006 Higher Education Act

According to regulations, it is the responsibility of each HEI to set up a formal **internal quality control system**. The procedure for evaluating programmes at the level of higher education consists in self-evaluation by the institution and the publication of a final report.

The higher education quality assurance regulation states that students must be among the members of the institution's self-evaluation group. For example, it is proposed that they should take part in course evaluation.

Regulations also state that the Ministry of Education can take the initiative in conducting **external evaluations** of clearly specified units within HEIs or of institutions as a whole. For this task, an external independent panel of specialists is appointed to implement the

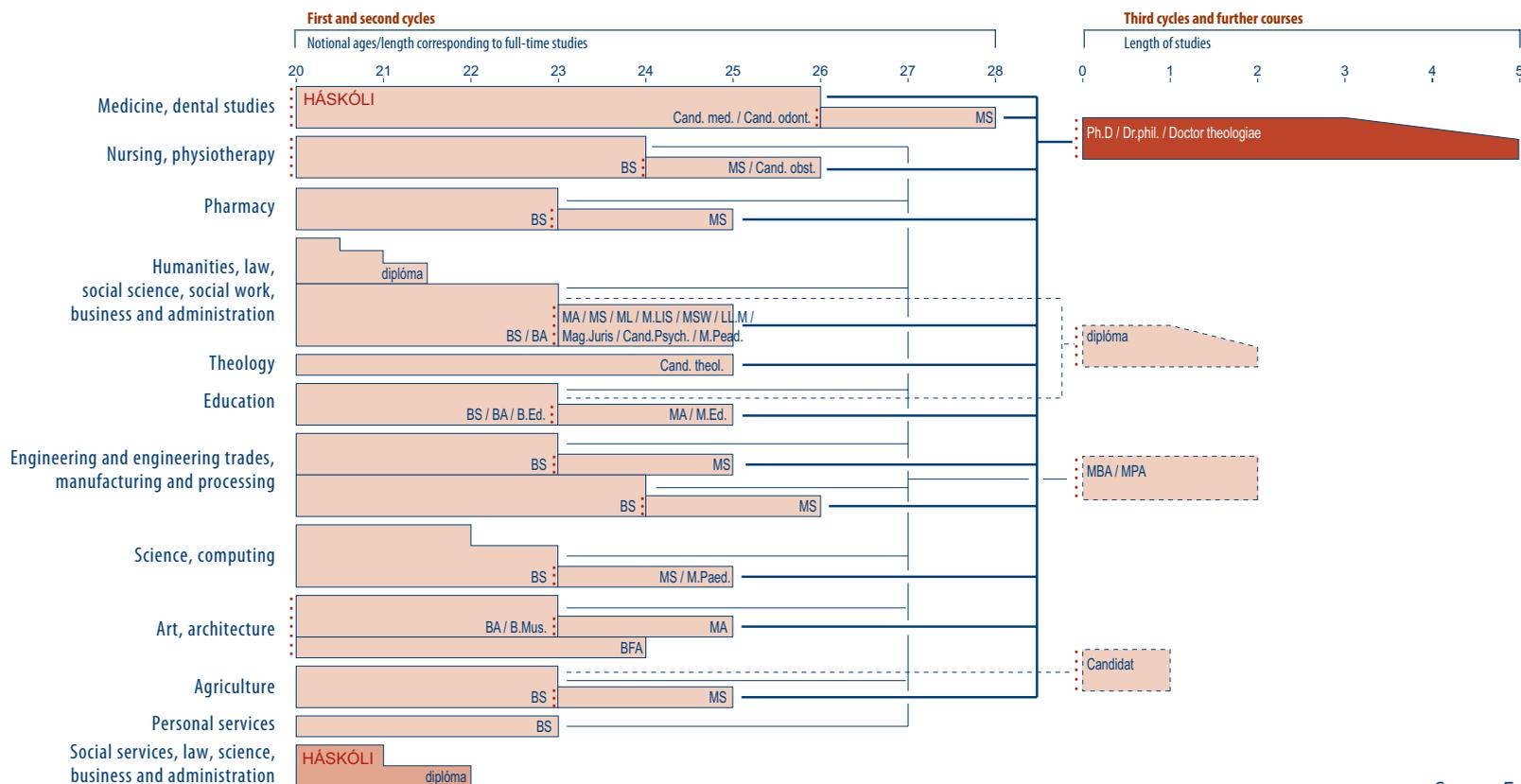
evaluation. A peer review group is comprised of three to six people. The group must include individuals who have qualifications in the relevant field of scholarship, or extensive work experience in higher education, quality control and employing graduates. No member of the peer review group may have any links to the institution evaluated. At least one member of the group must be employed outside Iceland. Students are involved in site visits. The peer review group interviews 8 to 12 students during each visit and, when planning the visit schedule, the Ministry of Education and a contact person within the HEI consult with student representatives to secure contacts.

The Minister of Education determines when an external evaluation shall take place, as stipulated in the 2006 regulations, and what the focus of the evaluation shall be. External evaluations carried out in recent years have

BA	<i>BA-gráða/Bachelor of Arts</i>
B. Ed.	<i>B. Ed.-gráða/Bachelor of Education</i>
BFA	<i>BFA-gráða/Bachelor of Fine Arts</i>
B. Mus.	<i>B. Mus.-gráða/Bachelor of Music</i>
BS	<i>BS-gráða/Bachelor of Science</i>
Cand. med.	<i>Candidatus medicinae</i>
Cand. obst.	<i>Candidatus obstetriciorum</i>
Cand. odont.	<i>Candidatus odontologiae</i>

Cand. Psych.	<i>Candidatus psychologiae</i>
Cand. theol.	<i>Candidatus theologiae</i>
Dr. phil.	<i>Doctor philosophiae</i>
LL.M	<i>Master of Laws</i>
ML	<i>Master of Law</i>
MA	<i>Master of Arts/Magister artium</i>
Mag. Juris	<i>Magister juris</i>
MBA	<i>Master of Business Administration</i>

M. Ed.	<i>Master of Education</i>
M.LIS	<i>Master of Library and Information Science</i>
MPA	<i>Master of Public Administration</i>
M. Paed.	<i>Magister Paedagogiae</i>
MS	<i>Master of Science/Magister Scientiarum</i>
MSW	<i>Master of Social Work</i>
Ph.D.	<i>Philosophiae Doctor/Doctor philosophiae</i>



Source: Eurydice.

■ ISCED 5A (1st or 2nd programme)	■ ISCED 6 programme	● Selection procedure/limitation of places at institutional level
■ ISCED 5B (1st or 2nd programme)	□ Further qualification	■ Selection procedure/limitation of places at national/regional level

The selection procedure at institutional level applies only to courses in the following fields: medicine, physiotherapy, arts and architecture. In dental studies and nursing, there is a *numerus clausus* after the first term.

The studies leading up to the qualification *Cand. theol.* will be restructured into BA (3 years) and MA (2 years) in 2007.

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focused mainly on specific programmes in one institution or across institutions. Evaluations focusing on the administration and management of private institutions have also been conducted. The Ministry of Education, Department of Education (*Menntaskrifstofa*) is responsible for the follow-up of the evaluation.

The Office of Evaluation and Analysis takes on the role of contracting evaluation agencies to conduct external quality assurance. Therefore, it does not have an (international) peer review agenda.

As a result of the new 2006 legislation, all HEIs will have to apply for the **accreditation** of all their courses by the Ministry of Education. The ministry will then determine if the fields of study are up to the standard of the new legislation. According to the Higher Education

Act 63/2006, the Ministry of Education will accredit all fields of study in Icelandic HEIs until 1 July 2008.

The Ministry of Education signs performance-related contracts with all HEIs. Appended to each contract is a list of the degrees that each institution is allowed to offer. If a HEI wants to establish a new programme or degree, it has to be recognised by the Ministry of Education and added to the list. The Ministry of Education regularly publishes a list of all degrees that are recognised by national authorities.

A three-year action plan (2005-2007) on HEI evaluation has been agreed. The plan specifies the kind of evaluations that will be conducted within the timeframe. It includes both programme evaluations and institutional evaluations. As a general rule, the evaluations

are conducted by independent experts outside the ministry.

The Ministry of Education (or the Office of Evaluation and Analysis within the ministry) is not a registered member of the European Association for Quality Assurance in Higher Education (**ENQA**), but participates as a 'silent partner' by attending ENQA meetings. As the ministry is not an independent quality assurance agency, an application to become a full member of ENQA is not envisaged.

The Ministry of Education participates in the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) and in the Nordic Quality Assurance Network in Higher Education (NOQA).

Legislative and/or official references

Date	Term in English	Term in national language
2006	Higher Education Act No. 63/2006	Lög um háskóla nr. 63 /2006
2006	Regulations on the accreditation of HEIs No. 1067/2006	Reglur um viðurkenningu háskóla nr. 1067/2006
2006	Regulations on internal and external quality assurance of teaching and research No. x/2007	Reglur um innra og ytra gæðaeftirlit með kennslu og rannsóknum nr. x/2007

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The university sector (ISCED 5A and ISCED 6) is governed by the Ministerial Decrees of 1999 and 2004 regulating university autonomy and making provisions for new degree structures.

The non-university sector (ISCED 5B) is regulated by the reform Law of 1999 on High-level Art and Music institutes (*Alta Formazione Artistica e musicale*, AFAM).

In accordance with the decree adopted in 1999 and implemented in 2001 and with the AFAM reform law adopted in 1999, the degree structure is based on **three main cycles**.

Therefore, the above-mentioned legislation has launched the reform process of the higher education system in accordance with the European model outlined by the Bologna process.

Consequently, all institutions are obliged to offer programmes based on the cycle structure.

In addition, first-cycle degree (*Laurea*, L) holders are offered an alternative degree programme consisting of at least 60 national credits, which leads to an intermediate second-cycle degree (*Master universitario di I livello*). The latter does not give access to doctoral

programmes. The *Master universitario di I livello* offers academic or professional specialisation in specific fields.

Laurea (L) holders can also continue their higher education studies and obtain a first-level specialisation degree (*Diploma di specializzazione di I livello*).

The *Laurea* (L) provides undergraduates with knowledge of academic principles and specific professional skills. The second-cycle degree (*Laurea specialistica*, called *Laurea magistrale*, LM, since 2005), provides graduates with advanced education for highly skilled professions.

The first- and second-cycle structure also applies to all ISCED 5B programmes.

Students who attend ISCED 5B programmes at non-university institutions can go on to ISCED 5A programmes at universities. The law currently provides for the recognition by universities of knowledge and/or professional skills previously certified as university formative credits.

The reform also includes provision for third-cycle programmes. The research **doctorate** (*Dottorato di ricerca*) trains postgraduates for

highly specialised research. Studies last at least three years. Prerequisites for admission are a *Laurea magistrale* (second-cycle degree) and a competitive exam. The study programmes are regulated according to each university's regulations. No compulsory preparatory programmes or courses are specified by the legislation. Doctoral programmes can include research periods abroad and training periods in public or private research bodies and industrial laboratories. They are not structured in credits as they are based on individual research and collective participation in seminars.

Those who successfully complete the competitive exam for admission receive a grant from the university. However, universities can announce *Dottorato di ricerca* posts that do not involve a scholarship. In this case, students in the *dottorato* courses have to pay annual enrolment fees established by each university.

Each university takes the economic circumstances of students into consideration at the time of enrolment in the *Dottorato di ricerca* courses, as well as the scholarships awarded, all other merits being equal. Doctoral students are not considered as early stage researchers but as students.

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The first- and second-level specialisation courses (*Corsi di specializzazione di primo* and *secondo livello*, access to the latter requires a *Laurea magistrale*) are set up exclusively in compliance with EU directives or national laws. Their purpose is to provide postgraduates with advanced knowledge and skills for specific professions.

The second-level university Master's (*Master universitario di II livello*), a programme of at least 60 national credits, is intended for higher academic or professional specialisation. Admission requires the possession of a *Laurea magistrale*. Since the reform of 1999, it has been possible for all programmes leading to the above-mentioned degrees to be designed and organised in cooperation with foreign universities and, therefore, to result in the award of a joint degree. In particular, Ministerial Decree No. 509/99 establishes that 'on the basis of specific agreements', universities can also issue titles 'together with other Italian and foreign universities'.

A **National Qualifications Framework** has not yet been adopted and is now being drawn up. This framework is the subject of public debate. Its adoption is planned

within the deadline foreseen by the Bergen Communiqué.

The 1999 reform introduced a national credit system that has been modelled on **ECTS** since 2001. In the university sector (ISCED 5A) and in AFAM institutes (ISCED 5B), the main aim has been to make the system more student-centred and reduce the gap between the legal and actual length of degree programmes. Credits represent the total student workload (class time, individual study, final exam preparation, practical work, etc.) and are used for both transfer and accumulation. One national credit is equivalent to 25 hours, and the full-time workload for one academic year is equivalent to 60 credits (1 500 hours). Credits may be accumulated up to the amount necessary for the award of a degree or may be transferred to another degree programme. Universities may also recognise credits based on professional experience (prior learning accreditation). ECTS is compulsory for all study programmes.

The **Diploma Supplement** (DS) was also introduced under the reform decrees of 1999 and 2004, and since January 2005 has been issued with all degrees awarded in accordance with the new framework. On the basis of the

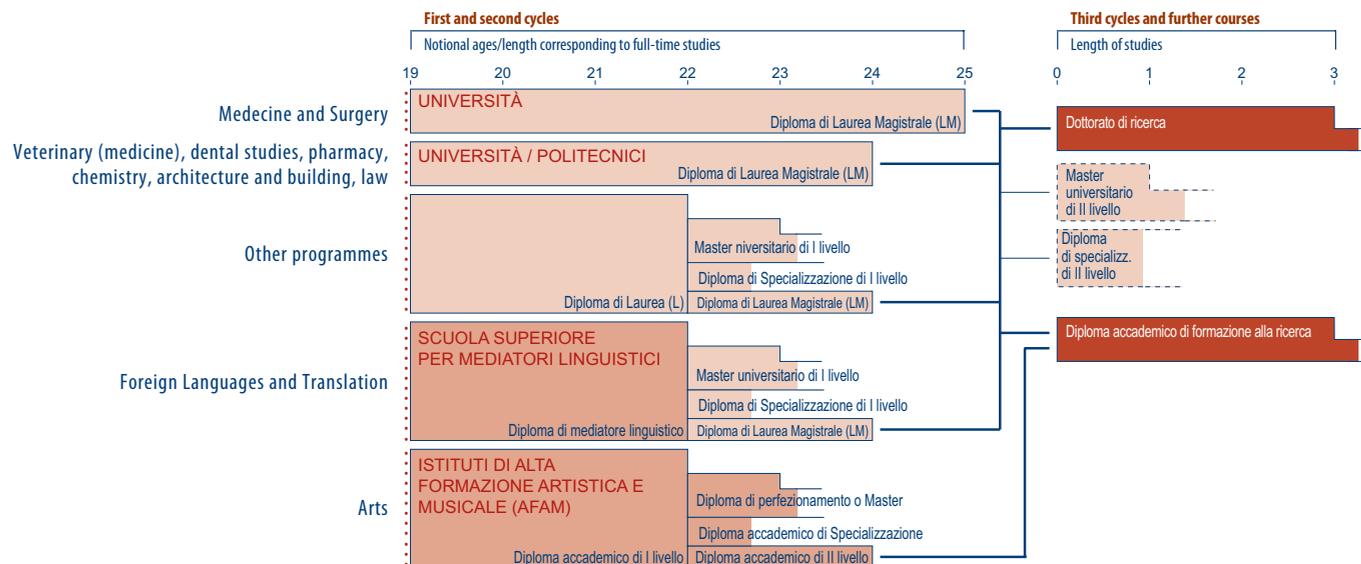
Berlin Communiqué, a decree adopted in April 2004 confirms that universities must issue the DS automatically to all graduates in a bilingual version (Italian and English) and free of charge.

Following a 2005 presidential decree, AFAM institutes must also issue the DS.

Since the full implementation of the three-cycle structure and the DS are provided for by law, there was no need for the introduction of incentives and control/follow-up measures.

External evaluation of the higher education system is entrusted to two bodies: the National Committee for the Evaluation of the University System (*Comitato nazionale per la valutazione del sistema universitario*, CNVSU) and the Committee for Research Evaluation (*Comitato di indirizzo per la valutazione della ricerca*, CIVR).

The CNVSU, which was set up in 1999, is the institutional body entrusted with **quality assurance**. It determines the general criteria for the evaluation of all universities and AFAM institutes and draws up an annual report on the evaluation system of higher education. It promotes experimentation with and implementation of quality assessment procedures, methodologies and practice.



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure/limitation of places at institutional level
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places at national/regional level

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Every three years it determines the type of information and data that university evaluation units are supposed to report yearly.

The CNVSU devises and executes, on the basis of the reports of the university evaluation units and other information, annual external assessment plans for individual institutions or teaching units. Technical evaluations concerning proposals for establishing new state or non-state universities, with a view to authorising them to award officially recognised degrees, are also carried out.

The CNVSU, whose members are appointed by Ministerial Decree, enjoys the legal status of an independent body interacting autonomously with individual universities and the Ministry of University and Research.

Arrangements which allow students to take part in the CNVSU governance are not provided for.

Italy has participated as full member in the European Association for Quality Assurance (**ENQA**) through the CNVSU since 1998.

The CNVSU is not member of another supranational quality assurance network. It is not subject to peer review.

The CIVR has developed guidelines for research evaluation; periodic activity reports and an annual report on research evaluation are sent to the Ministry of Education, University and Research (MIUR), the other ministries involved and the Interministerial Committee for Economic Planning. The main objective of the CIVR is to promote a culture of research evaluation, at national and European level.

The CIVR is a government-appointed body whose mandate lasts for four years. It is composed of seven scientific experts, both Italian and foreign.

There are plans to merge the CNVSU and the CIVR in the near future to form a single agency for quality evaluation.

A system of university degree programme **accreditation** was introduced in 2001. Universities had just designed new degree programmes and were applying to the state for funding while the MIUR was requesting the cooperation of the CNVSU in order to allocate funds effectively. A system of degree programme accreditation needed to be devised, which would benefit only these programmes, successfully completing the whole process.

Consequently, two distinct but correlated procedures were introduced simultaneously. The first concerns the formal approval of new curricula while the second is involved in the accreditation of programmes themselves. Minimum standards of quality are complied with and evaluation results are published.

Moreover, a 1998 presidential decree provides for compulsory **external evaluation** in the accreditation of new state and non-state universities, while a 2003 ministerial decree sets out plans for compulsory external evaluation in the accreditation of virtual campuses (open universities, or *università telematiche*).

Universities have set up a system for the **internal evaluation** of operational management, teaching and research activities and student welfare services. Evaluation is entrusted to the university evaluation unit (*Nucleo di valutazione di ateneo*) set up in 1999, whose composition, objectives and functions are regulated by university statute. It has between five and nine members, at least two of whom are chosen from among students and researchers experienced in the field of quality assessment. University evaluation units are granted rights, which include operational

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autonomy and access to necessary data and information. They can publish their findings within the law respecting privacy.

Students are requested to complete questionnaires relating to teaching activities and infrastructure, in accordance with the law regulating internal evaluation. These findings, which respect student anonymity, are presented annually to the MIUR and CNVSU.

With regard to AFAM institutes (ISCED 5B), a ministerial decree makes provision for the implementation of an internal evaluation unit (*Nucleo di valutazione interna*) for each institute. This body is necessary for the governance of the institute.

As with universities, this body is responsible for evaluating the results of teaching and research activities at the institutes as well

as their operational activities. The institutes provide the evaluation unit with the necessary operational autonomy and ensure that the resulting documents are made public.

Legislative and/or official references

Date	Term in English	Term in national language
11 October 1986	Law No. 697/86 regulating the accreditation of Higher schools of interpreters and translators	Legge n. 697/86 – Disciplina del riconoscimento dei diplomi rilasciati dalle Scuole superiori per interpreti e traduttori
15 May 1997	Law No. 127/97 – Urgent Measures concerning the rationalisation of administration as well as decision-making and control proceedings	Legge n. 127/97– Misure urgenti per lo snellimento dell’attività amministrativa e dei procedimenti di decisione e di controllo
27 January 1998	Presidential Decree No. 25/98 – Regulations on proceedings for university system development and planning, as well as for regional coordination committees	DPR (Decreto del Presidente della Repubblica) n. 25/98 – Regolamento recante disciplina dei procedimenti relativi allo sviluppo ed alla programmazione del sistema universitario, nonché ai comitati regionali di coordinamento
5 June 1998	Legislative Decree No. 204/98 – Regulations on the coordination, planning and evaluation of the national policy concerning scientific and technological research	Decreto Legislativo n. 204/98 – Disposizioni per il coordinamento, la programmazione e la valutazione della politica nazionale relativa alla ricerca scientifica e tecnologica
3 July 1998	Law No. 210/98 – Regulations for the recruitment of researchers and university professors with tenure	Legge n. 210/98 – Norme per il reclutamento dei ricercatori e dei professori universitari di ruolo
30 April 1999	Ministerial Decree No. 224/99 – Regulations on Research doctorate programmes	Decreto Ministeriale (MURST), n. 224/99 – Regolamento in materia di dottorato di ricerca

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Date	Term in English	Term in national language
19 October 1999	Law No. 370/99 – Regulations on university sector and scientific and technological research	Legge, n. 370/99 – Disposizioni in materia di università e di ricerca scientifica e tecnologica
3 November 1999 (amended 22 October 2004)	Ministerial Decree No. 509/99 – Regulations on university teaching autonomy	Decreto Ministeriale (MURST), n. 509/99 – Regolamento recante norme concernenti l'autonomia didattica degli atenei
21 December 1999	Law No. 508/99 – Reform of fine art academies, national dance academy, national drama academy, higher institutes for applied arts, music conservatories and recognised music institutes	Legge, n. 508/99 – Riforma delle Accademie di belle arti, dell'Accademia nazionale di danza, dell'Accademia nazionale di arte drammatica, degli Istituti superiori per le industrie artistiche, dei Conservatori di musica e degli Istituti musicali pareggiati
30 May 2001	Ministerial Decree for the determination of basic data on students' careers and for the issue of the diploma supplement certification	Decreto Ministeriale (MURST), di individuazione dei dati essenziali sulle carriere degli studenti e per il rilascio del certificato di supplemento al diploma
17 April 2003	Ministerial Decree – Criteria and procedures for the accreditation of distance courses of state and non-state universities and university institutions qualified to issue academic titles	Decreto Ministeriale (MURST) – Criteri e procedure di accreditamento dei corsi di studio a distanza delle università statali e non statali e delle istituzioni universitarie abilitate a rilasciare titoli accademici
28 February 2003	Presidential Decree No.132/2003 concerning the regulation related to criteria for statutory, regulatory and organisational autonomy of AFAM institutes	DPR n. 132/2003, concernente il Regolamento relativo ai criteri per l'autonomia statutaria, regolamentare e organizzativa degli Istituti AFAM
23 October 2003	Ministerial Decree – Fund for the support of young people and the promotion of student mobility	Decreto Ministeriale – Fondo per il sostegno dei giovani e per favorire la mobilità degli studenti
16 December 2003	Ministerial Decree No. 2206/03 – Decree for the organisation of the research evaluation process included in the CIVR guidelines (with evaluation extended to universities)	Decreto Ministeriale n.2206/03 MIUR – Decreto di organizzazione del processo di valutazione della ricerca indicato nelle linee-guida del CIVR (con estensione della valutazione alle Università)
26 April 2004	Ministerial Decree No. 214 regulating the accreditation of Italian branches of foreign universities	Decreto Ministeriale (MURST), n. 214/2004 – Regolamento recante criteri e procedure per gli istituti stranieri di istruzione superiore che operano in Italia ai fini del riconoscimento del titolo di studio da essi rilasciato
30 April 2004	Ministerial Decree – National register for students and graduates	Decreto Ministeriale – Anagrafe Nazionale degli Studenti e dei Laureati

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Date	Term in English	Term in national language
22 October 2004	Ministerial Decree No. 270/2004 – Amendment to regulations on university teaching autonomy	Decreto Ministeriale n. 270/2004 – Modifiche al regolamento recante norme concernenti l'autonomia didattica degli atenei
8 July 2005	Presidential Decree No. 212/05 – Regulation on the organisation of education in high-level art, music and choreography institutes, in accordance with article 2 of the 21 December 1999 law, no. 508	Decreto del Presidente della Repubblica n. 212/05 – Regolamento recante disciplina per la definizione degli ordinamenti didattici delle istituzioni di alta formazione artistica, musicale e coreutica, a norma dell'articolo 2 della legge 21 dicembre 1999, n. 508.
17 October 2005	Legislative Decree No. 227/05 – Definition of the general regulations concerning the training of teachers for access to teaching	Decreto legislativo n.227/05 – Definizione delle norme generali in materia di formazione degli insegnanti ai fini dell'accesso all'insegnamento
4 November 2005	Law No. 230/2005 – New provisions concerning university professors and researchers and delegation to the government for the reorganisation of the recruitment of university professors	Legge n. 230/05 – Nuove disposizioni concernenti i professori e i ricercatori universitari e delega al Governo per il riordino del reclutamento dei professori universitari
8 November 2005	Circular No. 4/05 of the Presidency of the Council of Ministers – Art. 28, paragraph 3 of the Legislative Decree 30 March 2001, No. 165, as subsequently integrated and amended, concerning the recognition of academic titles for access to management qualifications in state administrations, also having autonomous regulation, in non-economic public bodies through the course/competitive examination procedure of the National School for Public Administration and indications regarding recognition of recently obtained titles with respect to access to public administration.	Circolare n. 4/05 della presidenza del Consiglio dei Ministri – Articolo 28, comma 3, del decreto legislativo 30 marzo 2001, n. 165, come successivamente integrato e modificato, concernente il riconoscimento del titolo di studio ai fini dell'accesso alla qualifica di dirigente nelle amministrazioni dello Stato, anche ad ordinamento autonomo, e negli enti pubblici non economici mediante la procedura del corso-concorso selettivo presso la Scuola superiore della pubblica amministrazione e indicazioni in materia di riconoscimento dei titoli di recente previsione in relazione all'accesso nelle pubbliche amministrazioni
25 November 2005	Decree No. 293/05 – Definition of the grade of <i>Laurea magistrale</i> studies in law	Decreto n. 293/05 – Definizione della classe del corso di laurea magistrale in giurisprudenza
5 December 2005	Decree-Law No. 250/05 coordinated with the conversion law of 3 February 2006, No. 27 – Urgent measures with respect to teaching, university, cultural property, etc., see art.1 'Promotion of research at universities'	Decreto-legge, n. 250/05 coordinato con la legge di conversione 3 febbraio 2006, n. 27 – Misure urgenti in materia di scuola, università, beni culturali...., v. art. 1 'Incentivazione della ricerca nelle università'

ITALY

Date	Term in English	Term in national language
16 January 2006	Law No. 18/06 – Reorganisation of the National University Council	Legge n. 18/06 – Riordino del Consiglio Universitario Nazionale
25 January 2006	Circular No. 2/06 of the Ministry of Labour and social policies concerning high-level training or education leading to a diploma	Circolare n. 2/06 del Ministero del Lavoro e delle Politiche Sociali in materia di apprendistato per l'acquisizione di un diploma o per percorsi di alta formazione
6 April 2006	Legislative Decree No. 164/06 – Reorganisation of the recruitment of university professors, in accordance with article 1, paragraph 5 of the 4 November 2005 Law, No. 230	Decreto legislativo, n. 164/06 – Riordino della disciplina del reclutamento dei professori universitari, a norma dell'articolo 1, comma 5 della legge 4 novembre 2005, n. 230

LIECHTENSTEIN

A law concerning higher education was published in 2005, replacing the former one adopted in 1992. Given the small size of the country, the higher education system consists of only three institutions recognised by the state: *Hochschule Liechtenstein* (Liechtenstein University of Applied Sciences), *Universität für Humanwissenschaften* (University of Human Sciences) and *Internationale Akademie für Philosophie* (International Academy of Philosophy).

The degree structure based on **three cycles** was implemented in 2005 in accordance with the new law for all ISCED 5A programmes.

At the *Hochschule Liechtenstein*, Bachelor's and Master's degrees have been offered in the fields of business sciences and architecture since 2003/04. The programmes leading to Bachelor's degrees last 3 years (180 ECTS), and those leading to Master's degrees last 2 years (120 ECTS). A doctorate (PhD, DBA, DSc) can be obtained in the third cycle in cooperation with a partner university. The doctoral programme takes place at a foreign university and the research thesis can be carried out in cooperation with the *Hochschule Liechtenstein*. The academic title is awarded by the partner university.

A **doctoral programme** in philosophy is provided by the *Internationale Akademie für Philosophie*, where first- and second-cycle programmes are not offered. It lasts at least 2 years (120 ECTS) and leads to the academic title of Doctor of Philosophy (Dr. phil.).

Since 2005, a **doctoral programme** in scientific medicine has been offered by the *Universität für Humanwissenschaften*. It lasts at least 2 years (120 ECTS) and leads to the academic title of Dr. scient. med.

Doctoral programmes include taught courses. Admission to such programmes requires the completion of a Master's degree or another equivalent programme prepared and awarded abroad.

Joint or double degrees are not awarded.

A **National Qualifications Framework** exists. It is included in the Act on Higher Education and defines the academic degrees (Bachelor's, Master's, doctorates and professor degrees), which are internationally recognised. More detailed denominations of the academic degrees are defined by the higher education institutions themselves.

ECTS was introduced by the *Hochschule Liechtenstein* on a voluntary basis in 1996 for transfer purposes only, and by the *Internationale Akademie für Philosophie* and the *Universität für Humanwissenschaften* in 2000. Following the Act on Higher Education of 2005, the implementation of ECTS got under way at all higher education institutions in January 2005. ECTS is used in terms of transfer and accumulation.

The **Diploma Supplement** (DS) has been delivered at the *Hochschule Liechtenstein* and the *Internationale Akademie für Philosophie* since 1999 and was legally implemented for all programmes at each higher education institution in January 2005. It is automatically delivered free of charge to all students, in German and English.

The three-cycle structure, ECTS and the DS are already fully implemented, so **incentives** for implementation no longer exist. Measures for **supervision and follow-up** are taken by the government and the *Schulamts* (Office of Education). For example, higher education institutions are obliged to deliver an annual statement of accounts.

LIECHTENSTEIN

Quality assurance principles are included in the 2005 Act on Higher Education and the Act on the Liechtenstein University of Applied Sciences. A national quality assurance body does not exist. Higher education institutions are supervised by the government and the *Schulamt*.

In terms of **internal evaluation**, the institutions guarantee the quality of research and teaching, which generally undergo improvements on a permanent basis. They are obliged in particular to draft an annual report dealing with quality management. If the government or the *Schulamt* observe shortcomings in the management of an institution, they must be corrected by the institution before a deadline set by the government.

Students and lecturers (both on a compulsory basis), the management of the institution

and business and industrial representatives all contribute to evaluation. In line with legal requirements and international standards, the *Hochschule Liechtenstein* has developed a process-oriented system of quality improvement and assurance for all products and services. The quality management system comprises six main processes. Under this system, all executives and faculty members as well as administrative and support staff have a duty to implement the defined processes and to play an active role in the overall enhancement process. Students and other groups and individuals with an interest in the university are also invited to participate.

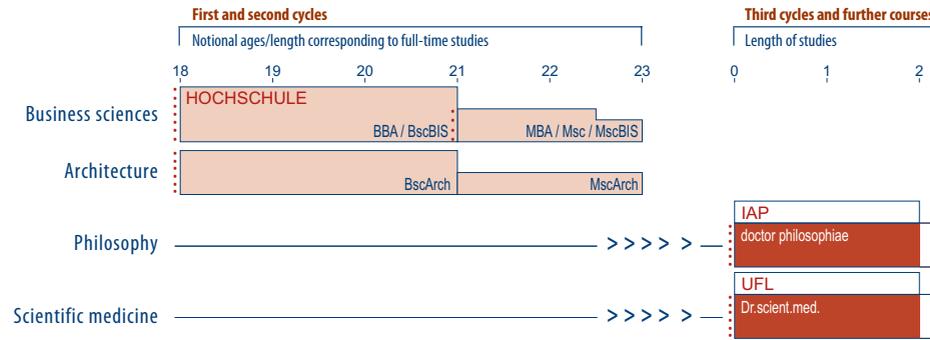
Due to the size of the country, **accreditation** exists but is included in the external evaluation process. Regulated by law, external evaluation is operated at least every 6 years and is

currently based on peer reviews. Given the lack of a national agency involved in this field, external evaluation is carried out by European experts. These groups of inspectors consist essentially of Swiss and Austrian experts. Their main task is to contribute to quality assurance and improvement (consisting of branding, internal assessment of the course of studies, self-assessment, talks and visits by experts followed by recommendations and EU branding). There are also plans for private foreign accreditation agencies involved in quality assurance to participate in the accreditation process. Higher education institutions pay for these controls.

Liechtenstein is not a member of the European Association for Quality Assurance in Higher Education (**ENQA**).

Legislative and/or official references

Date	Term in English	Term in national language
25 November 2004 (issued on 21 January 2005)	Act on Higher Education	Gesetz über das Hochschulwesen (Hochschulgesetz; HSG)
25 November 2004 (issued on 21 January 2005)	Act on the Liechtenstein University of Applied Sciences	Gesetz über die Hochschule Liechtenstein



■ ISCED 5A (1st or 2nd programme)	■ ISCED 6 programme	⋮ Selection procedure/limitation of places at institutional level	>>> Study abroad
■ ISCED 5B (1st or 2nd programme)	□ Further qualification	▮ Selection procedure/limitation of places at national/regional level	

- BBA *Bachelor of Business Administration*
- MBA *Master of Business Administration*
- BscBIS *Bachelor of Science in Business Information Systems*
- MscBIS *Master of Science in Business Information Systems*
- Msc *Master of Science in Banking and Financial Management*

- BscArch *Bachelor of Science in Architecture*
- MscArch *Master of Science in Architecture*
- IAP *Internationale Akademie für Philosophie*
- UFL *Universität für Humanwissenschaften*

LITHUANIA

The main reforms related to the Bologna Process were incorporated in the new Law on Higher Education adopted in 2000. This law also amended the status of institutions by introducing a two-tier system of university and non-university type higher education. The latter is the most rapidly growing sector in the Lithuanian education system, partly as a result of the reform of the *aukštesnioji mokykla* (vocational colleges), many of which have become the first non-university higher education institutions (*kolegija*). Finally, the Law on Higher Education of 2000 and secondary legislation have also facilitated the development of private higher education institutions by providing a definition of the requirements for their establishment.

The higher education system is currently starting a new stage of reforms. These reforms are scheduled by the Lithuanian Higher Education System Development Plan for 2006-2010. The main objectives of the Development Plan are to improve the governance and management of higher education, enhance quality, embed new financing mechanisms and ensure the effective use of resources.

A degree structure based on **three main cycles** has existed since 1993; it was legally embedded in the Law on Higher Education in 2000. The normal duration of the first-cycle study programmes at universities is 4 years (160 national credits on average). They lead to a Bachelor's (*bakalauras*) degree or/and an additional professional qualification (*profesinė*

kvalifikacija). First-cycle studies in *kolegija* last 3-4 years, after which a professional qualification (*profesinė kvalifikacija*) is awarded. The last amendments in 2006 to the Law on Higher Education will enable colleges to award a professional Bachelor's degree (*profesinis bakalauras*) from 2007 onwards.

The second cycle normally lasts 1.5-2 years (60 to 80 national credits) and leads to a Master's (*magistras*) degree and/or an additional professional qualification (*profesinė kvalifikacija*).

Integrated (*vientisosios*) studies encompassing studies in the first and second cycles still exist in certain fields of study such as medicine, odontology, pharmacy, veterinary medicine

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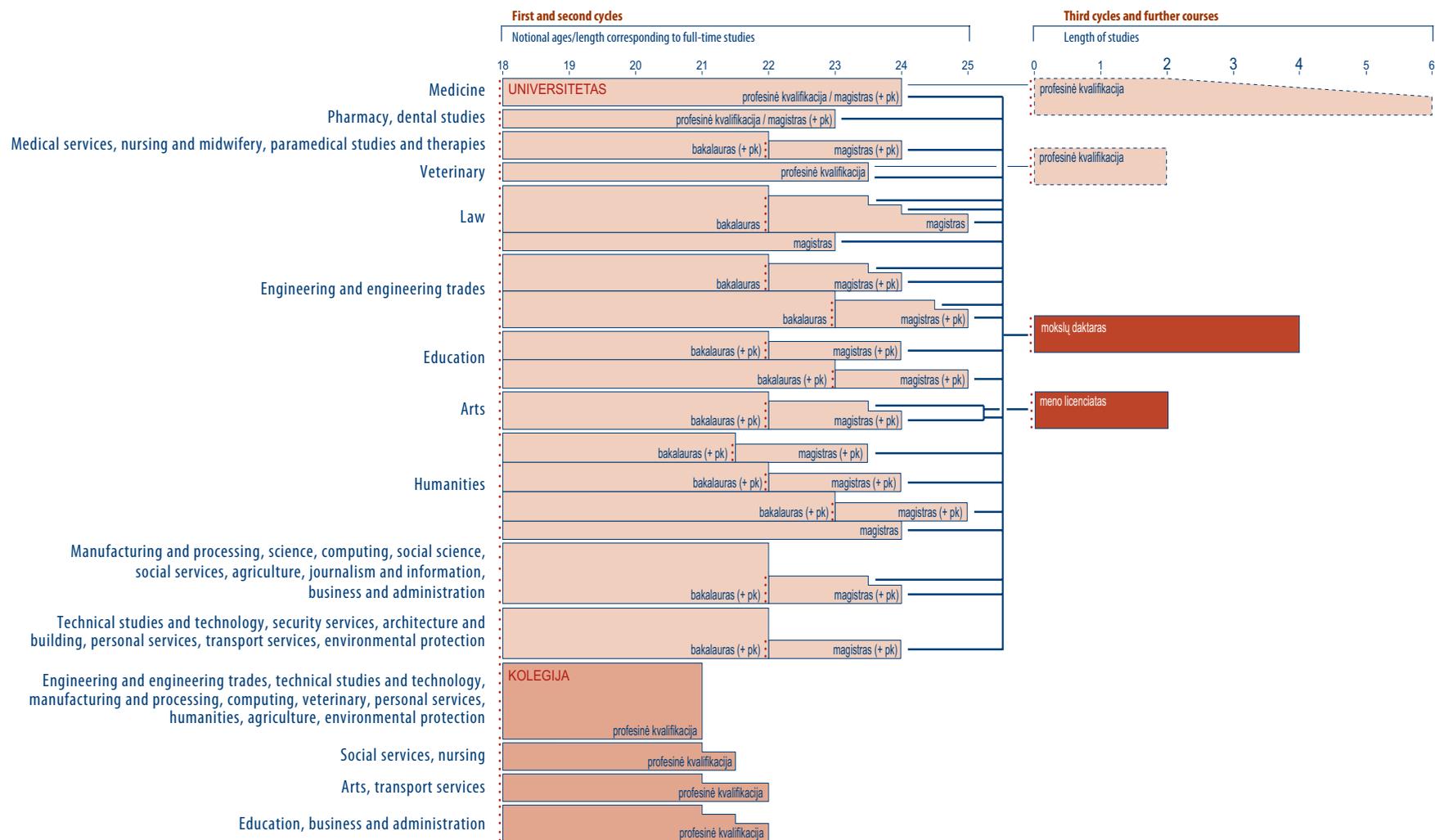
For qualifications designated with (+ pk), graduates receive either a *bakalauras/magistras* or a *bakalauras/magistras* plus a *profesinė kvalifikacija*. *Profesinė kvalifikacija* at 2nd cycle level with a shorter duration than *magistras* (1 or 1.5 years) are awarded alone in some cases (e.g. for education, humanities or business and administration).

In the field 'Medical services, nursing (etc.)', the *profesinė kvalifikacija* is not awarded for medical services.

In the field 'Manufacturing and processing, (etc.)', the *profesinė kvalifikacija* is not awarded for journalism and information (*bakalauras*) nor business and administration (*bakalauras* and *magistras*).

In the field 'Technical studies and technology, (etc.)', the *profesinė kvalifikacija* is only awarded for architecture and building (*bakalauras* and *magistras*), personal services (*bakalauras* and *magistras*), transport services (*magistras*) and environmental protection (*bakalauras*).

The amendments of August 2006 to the Law on Higher Education have introduced the qualification *profesinis bakalauras* (professional bachelor) for ISCED 5B programmes provided mostly by colleges. Amendments will take effect as of 2007. The qualification awarded at the end of studies will then be either the *profesinis bakalauras*, the *profesinė kvalifikacija* or both.



Source: Eurydice.

■ ISCED 5A (1st or 2nd programme)	■ ISCED 6 programme	⋮ Selection procedure/limitation of places at institutional level
■ ISCED 5B (1st or 2nd programme)	□ Further qualification	▮ Selection procedure/limitation of places at national/regional level

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and law. After the successful completion of integrated studies, a *magistras* degree and/or a professional qualification (*profesinė kvalifikacija*) is awarded, providing access to third-cycle studies. In order to complete the studies, 180 to 240 national credits (200 to 240 when a *magistras* degree is awarded) are required, whereas studies in the field of medicine require 280 national credits.

In the third cycle, three different types of studies exist. The standard duration of **doctoral studies** (*doktorantūra*) is 4 years. Residency studies (*rezidentūra*) for students in medicine, odontology and veterinary medicine last 2-6 years (80 to 240 national credits). Art postgraduate studies (*meno aspirantūra*) last 2 years (80 national credits).

Doctoral studies can be pursued after completing the second cycle or integrated studies and after having obtained a Master's degree or adequate qualification, or by having equal qualifications. The *doktorantūra* consists of doctoral courses, specific research activities and the preparation of a doctoral thesis. Upon completion of the doctoral course, a doctoral thesis must be prepared and publicly defended in order for the candidate to qualify for the doctorate. Doctoral studies

may be jointly organised by a university and a research institute or solely by the university. Doctoral students have student status which allows them to benefit from tax deductions and social security coverage.

The Law on Higher Education and secondary legislation create a legal basis to provide international **joint degrees** in higher education institutions (but not for doctoral studies).

A **National Qualifications Framework** (NQF) is the subject of debate among public authorities and academic society. A pilot project financed by the European Structural Fund was launched in 2005. The model for the NQF is expected to be created by 2008.

A national credit system dating from 1993 and compatible with **ECTS** has been consolidated and fully implemented under the new Law on Higher Education of 2000. The workload of each study programme is measured in credits. One national credit corresponds to 40 relative hours (or to one week) of the student's work (in classes, laboratories, independent work, etc.). The average volume of full-time studies is 40 national credits per academic year. One national credit corresponds to approximately

1.5 ECTS credit points. The national credit transfer system is used for credit accumulation and transfer. ECTS has been used since 1998, but for credit transfer only (student exchange). In recent years, universities have advocated to replace the national credit transfer system with ECTS. The Rectors' Conference of Lithuanian Universities is currently preparing a proposal to amend the Law on Higher Education of 2000 accordingly.

The **Diploma Supplement** (DS) was legally introduced at national level in 2004. It is issued free of charge in English and Lithuanian by all institutions and for all programmes based on the three-cycle structure. Until the end of 2005, the DS was issued on request. Since 2006, it has been delivered automatically to all graduates.

Follow up measures (incentives and control) exist for the implementation of ECTS and the DS, but not for the three-cycle structure, as it is fully implemented in higher education. After the DS was introduced, the Ministry of Education and Science allocated additional finances to higher education institutions for the purchase of printers to print the DS.

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Administrative arrangements in the field of **quality assurance** have existed since 1995.

The Centre for Quality Assessment in Higher Education (*Studijų kokybės vertinimo centras*) was established in 1995. The centre is a public administration institution and the majority of its employees are civil servants. Its activities include the coordination of the regular self-assessment process for research and higher education institutions, the organisation of the external evaluation of higher education institutions, the publication of results and suggestions for improvement, the assessment of new study programmes and the evaluation of requests for establishing new higher education and research institutions.

Student participation is officially regulated and compulsory in both counselling bodies of the Centre for Quality Assessment: the Expert Council for Quality in Higher Education (*Studijų kokybės ekspertų taryba*) and the Expert Council for Assessment of Research and Higher Education Institutions (*Mokslo ir studijų institucijų vertinimo taryba*). Both councils have between nine and fifteen members. One student representative delegated by an official Lithuanian students' union is required to participate in each council. Students have

an equal status to other members of these councils.

The Expert Council further consists of at least one teacher from either a university or a college, one social partner representative, recognised scientists, representatives of professional units, etc. The Council for Assessment further consists of scientists, distinguished teachers with peer review experience, specialists, administrators and civil servants.

In 2002, the practice of assessing study programmes by including foreign experts in expert panels appointed for the evaluation of study programmes in a particular field of study was introduced. Programmes in the fields of law, medicine, odontology, sociology, education, management and public administration have already been evaluated with the participation of foreign experts. Other study fields are scheduled to be evaluated in the future.

An **internal quality assurance** system is in place in each higher education institution. The self-evaluation report is the basis for external evaluation and accreditation. Internal evaluation usually takes place every eight years

to fit the frequency of external evaluation. Students are involved by means of internal procedures and questionnaires. One student is also included in the group responsible for the self-evaluation report.

Accreditation exists only in relation to study programmes. The procedures for accreditation, described in a Minister's Decree of August 2001, were updated in December 2004. The Minister of Education and Science, following a suggestion of the Centre for Quality Assessment, takes the formal decision on accreditation. The centre bases its suggestions on the assessment conclusions of experts.

Accreditation is valid until the next external assessment of the study programme, which should usually take place every eight years. The Centre for Quality Assessment started the first cycle of external evaluations of study programmes by study field with the purpose of accreditation in 1999. A restricted accreditation validity of 2-3 years is also possible.

Institutional assessment has been implemented for non-university higher education institutions (*kolegija*) since the 2004/05 academic year. It is expected that this process will be extended to universities

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and research institutions from 2008 onwards. The frequency of either institutional or research activity evaluation is also eight years. According to the Law on Higher Education of 2000, institutional evaluation should be performed for newly established private or public higher education institutions 4 years after their establishment.

As a rule, particular shortcomings identified by the evaluation process of a higher education institution have to be rectified before a prescribed deadline. The results of external evaluation are taken into account when allocating funds. The publication of the results is aimed at informing society about the quality of higher education and the effectiveness of

the use of public budget allocations. A positive decision in the assessment procedure is compulsory for receiving a licence to provide higher education.

Aside from arrangements linked to the Bologna Process, the procedure for student admission to higher education was simplified in 1999 with the introduction of national school-leaving examinations. Now, the grade achieved is generally taken as a basis for admission to all Lithuanian higher education institutions. Since 2003, most universities have been members of the Association of Lithuanian Higher Education Institutions for Joint Admission, which organises and coordinates admission procedures for all its

members. The first *kolegija* was incorporated in the joint admission procedure in 2006.

The Centre for Quality Assessment is currently preparing for membership to the European Association for Quality Assurance in Higher Education (**ENQA**). It is already a member of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) and the Network of Central and Eastern European Quality Assurance Agencies in Higher Education (CEEN). The centre is not subject to peer review.

Legislative and/or official references

Date	Term in English	Term in national language
12 January 1991 (amended on 30 July 2005)	Law on Science and Studies	Mokslo ir studijų įstatymas
21 March 2000 (amended on 18 July 2006)	Law on Higher Education	Aukštojo mokslo įstatymas
11 July 2001	Regulations on Doctoral Studies	Doktorantūros nuostatai
28 July 2001	Minister's Decree on the Rules of the Assessment of Research and Higher Education Institutions	Mokslo ir studijų institucijų vertinimo taisyklės

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Date	Term in English	Term in national language
4 March 2004	Minister's Decree on Quality Assessment within Non-university Higher Education Institutions (<i>kolegija</i>)	Dėl kolegijų, įsteigtų reorganizuojant aukštesniąsias mokyklas, veiklos kokybės vertinimo tvarkos aprašo tvirtinimo
2 December 2004	Minister's Decree on the Regulations on Study Programmes' Accreditation	Studijų programų akreditavimo tvarkos aprašas
22 July 2005	Minister's Decree on the General Requirements for Study Programmes	Bendrieji studijų programų reikalavimai
5 April 2006	Lithuanian Higher Education System Development Plan for 2006-2010	Lietuvos aukštojo mokslo sistemos plėtros 2006-2010 metų planas
17 December 2006	Minister's Decree on the General Requirements for Joint Study Programmes	Jungtinių studijų programų bendrieji reikalavimai

Websites

For more detailed information on the general description of the higher education system: <http://www.smm.lt> and <http://www.mokslas.lt>

Website of the Parliament of the Republic of Lithuania for further information on legislation: <http://www3.lrs.lt/n/eng/DPaieska.html>

For further information on joint admission to higher education institutions: <http://www.lamabpo.lt>

LUXEMBOURG

The University of Luxembourg was established by the law of 12 August 2003 (which governs the main points related to the Bologna Process). It was conceived as a small international multilingual institution with a strong research commitment. It has taken over and restructured certain courses offered by the former higher education institutions (the *Centre universitaire*, the *Institut supérieur de technologie*, the *Institut supérieur d'études et de recherches pédagogiques* and the *Institut d'études éducatives et sociales pour la formation d'éducateur gradué*). The university began its activities at the beginning of the 2003/04 academic year and launched its new programmes in 2005/06 according to the proposed model within the framework of the Bologna Process.

As the University of Luxembourg does not offer courses in all fields of study at all levels, students continue to pursue all or some of their higher education studies abroad.

The structural pattern of courses takes account of the aims of the Bologna Process and is thus based on **three main cycles** (Bachelor's, Master's and doctorate). The law states that mobility is compulsory at Bachelor's level so students enrolled at the University of

Luxembourg can only obtain a Bachelor's qualification if they have spent a period of time studying at a university or any other HEI abroad. The provision of doctoral courses (as well as Bachelor's and Master's courses) is governed by the Grand-Ducal regulation of 22 May 2006. The implementation of doctoral courses is planned with effect from 2007.

ISCED level 5B programmes have progressively been converted into ISCED level 5A programmes since 2005/06.

Since the beginning of the 2005/06 academic year, the three types of programmes have been converted into **ECTS** credits. ECTS is used for credit transfer and accumulation.

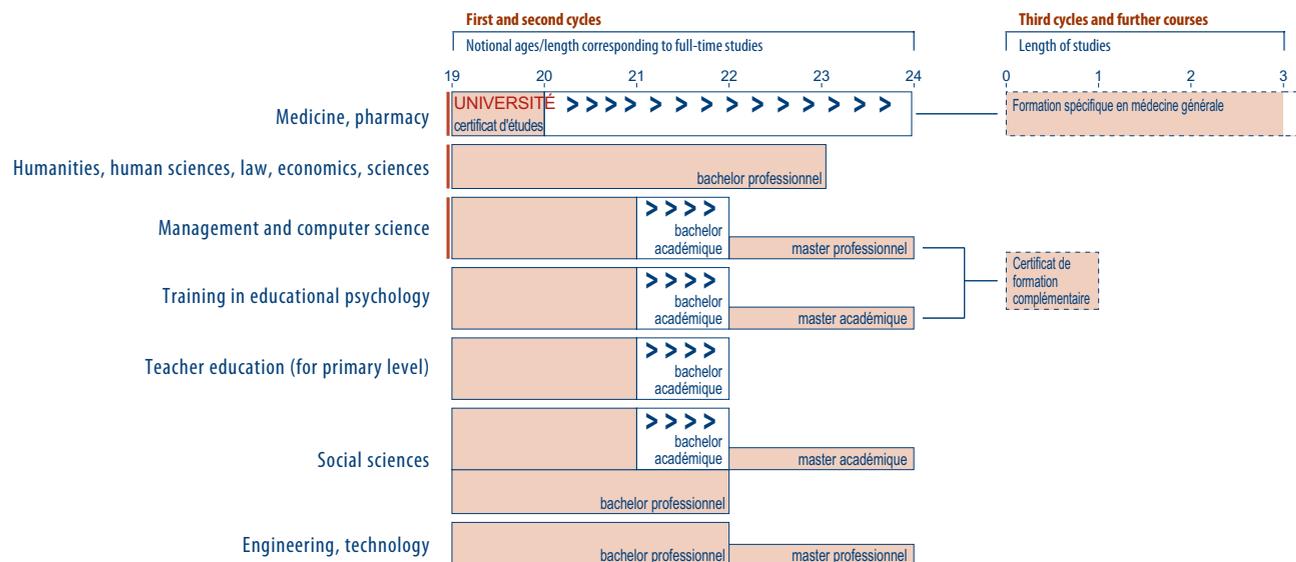
The introduction of the **Diploma Supplement** (DS) is planned for 2007. The legislation in force does not specify the method of issue or the languages concerned.

Luxembourg has not adopted a **National Qualifications Framework** and no measures are planned in this respect.

The current legislation does not make provision for **joint/double degrees** offered at national or international level.

Incentives, follow-up and control measures do not exist for the implementation of the three-cycle structure, ECTS and the DS.

In accordance with the law of 12 August 2003 which provides for the **internal and external evaluation** of teaching, research and administrative services at the university, a group of experts responsible for quality assessment began its work in 2006. Evaluations are carried out by recognised figures or agencies in order to establish international comparisons regarding quality in teaching and research as well as in university services. Luxembourg does not have a member agency within the European Association for Quality Assurance in Higher Education (**ENQA**).



Source: Eurydice.

■ ISCED 5A (1st or 2nd programme)	■ ISCED 6 programme	⋮ Selection procedure/limitation of places at institutional level	>>> Study abroad
■ ISCED 5B (1st or 2nd programme)	□ Further qualification	▮ Selection procedure/limitation of places at national/regional level	

A supplementary certificate (*Certificat de formation complémentaire*) is awarded for the study fields of national law and entrepreneurial business (*réviseurs d'entreprise*).

LUXEMBOURG

Legislative and/or official references

Date	Term in English	Term in national language
12 August 2003	Law on the establishment of the University of Luxembourg	Loi portant création de l'Université du Luxembourg
22 May 2006	Grand-Ducal Regulation concerning the achievement of a doctorate at the University of Luxembourg	Règlement grand-ducal relatif à l'obtention du grade de doctorat de l'Université du Luxembourg
22 May 2006	Grand-Ducal Regulation concerning the achievement of a Bachelor's degree and a Master's degree at the University of Luxembourg	Règlement grand-ducal relatif à l'obtention du grade de <i>bachelor</i> et du grade de <i>master</i> de l'Université de Luxembourg

LATVIA

Initial moves to reform the Latvian higher education system got underway well before the Bologna Declaration. The first major development was the 1991 Education Law. In accordance with this law, a degree structure based on two main cycles (Bachelor's/Master's) was introduced in most disciplines – but only in academic programmes. The 1995 Law on Higher Educational Institutions (LHEI) led to a further strengthening of this structure but also underlined the division between academic and professional programmes. The amendments to the LHEI in 2000 established professional Bachelor's and Master's degrees which replaced the former 5-year programmes, introducing the Bachelor's/Master's structure into the whole system and thus facilitating the transfer from one type of education to the other. The total period of study for a Master's degree should be no less than five years.

A degree structure based on **three main cycles** was thus fully established in 2000, when amendments to the LHEI introduced doctoral studies as part of academic education. Previously, doctoral degree candidates were considered as research workers not involved in education. Higher education institutions (except colleges providing short programmes

only) now have to follow the three-cycle structure. However, in some fields of study – such as medicine, pharmacy, dentistry and veterinary medicine – long studies are still provided. The discussion on its replacement with the three-cycle structure has begun, but without a concrete result so far.

Only short-cycle studies are regarded as ISCED 5B in Latvia. Thus, the issue of a Bachelor's/Master's structure for ISCED 5B programmes is not relevant. Students in ISCED 5B programmes have an opportunity to move to ISCED 5A Bachelor's programmes and to transfer all or a part of the credits obtained. In such a case, the higher education institution compares the content of both programmes and appoints the courses/credits to be transferred and those for which an examination is required.

A Master's degree is the prerequisite for embarking on a **doctoral programme**. The procedure and criteria for awarding the doctoral degree in accordance with the 2005 Law on Scientific Activities (LoSA) are further set out in the regulations of the Cabinet of Ministers. The length of a doctoral programme is 3-4 years full time (already determined before the Bologna process reforms). This

represents around 180-240 ECTS (120-160 Latvian credit points), of which 60-90 ECTS (40-60 Latvian credit points) are awarded for academic courses taken alongside individual research. Doctoral study programmes are developed by the higher education institution. They contain a list of compulsory and optional subjects along with the corresponding number of credit points, the content of research, the level of education necessary to embark on such studies, and other provisions for implementing the programme. A doctorate is obtained after fulfilling the requirements for the doctoral study programme and after the public defence of a doctoral thesis. In some cases, parts of the doctoral study programme can be substituted by teaching activities. Doctoral students do not enjoy a special status (that of student and 'early stage' researcher) although they may be employed by the higher education institution where they study.

It is common practice for institutions to try to provide opportunities for their doctoral candidates to prepare part of their thesis abroad in cooperation with a foreign academic as second supervisor. However, from a legal standpoint it is still difficult to formally award a joint doctorate with other universities. The

LATVIA

new draft Law on Higher Education (which is expected to be adopted in 2007) provides for international **joint or double degrees**. It also contains the necessary provisions for the establishment of a **National Qualifications Framework**.

Since 1998, the majority of higher education institutions have introduced a Latvian credit point system compatible with **ECTS**, which has been used for both accumulation and transfer (among Latvian higher education institutions) since it was first implemented. A Latvian credit point is defined as a unit of studies corresponding to a student's workload of 40 academic hours (one week of studies). As the academic year lasts 40 weeks, this corresponds to 40 Latvian credits per year and, on this basis, one Latvian credit is worth 1.5 ECTS credits. So far, the ECTS grading scale is used only in the case of international credit transfer (since 1999, when Erasmus started to operate in Latvia). The new draft Law on Higher Education provides for full implementation of ECTS.

In 2001, the **Diploma Supplement** (DS) began to be issued on a voluntary basis. Since January 2004, the DS has become compulsory. All graduates of the first and

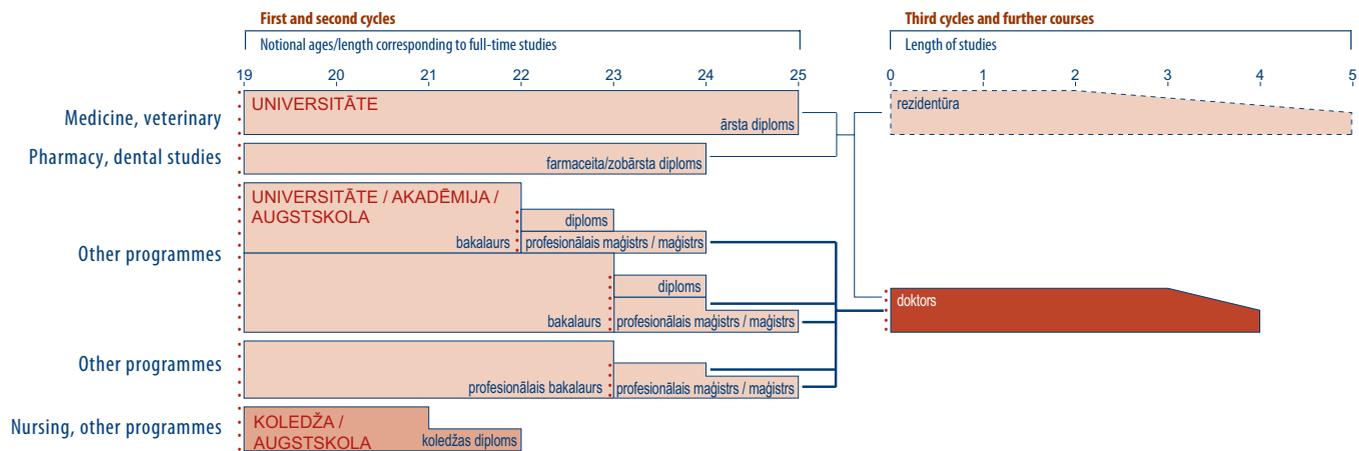
second cycle receive the DS automatically and free of charge, in accordance with the 2003 Regulation No. 531 of the Cabinet of Ministers. New Regulations were adopted in 2005. The DS is issued in Latvian and English.

No **incentives** were introduced by the public authorities to encourage implementation of the three-cycle structure, ECTS or the DS. Accreditation and licensing of study programmes serves as a **control** mechanism regarding implementation of the three-cycle structure. Issuing of the DS is controlled by the State Inspection of Education which controls the compliance of the education process with regulatory enactments at all education levels as well as during the accreditation process of higher education institutions and programmes. Furthermore, the working group of the Council of Rectors has developed recommendations on the fulfilment of the DS, and it is also possible to consult the national Bologna promoters group.

The national Higher Education Quality Evaluation Centre (HEQEC, or *Augstākās izglītības kvalitātes novērtēšanas centrs*), was established in December 1994. Its main task is to organise the expertise and **quality evaluation** of higher education

institutions and programmes. HEQEC does not participate in the evaluation of higher education institutions or study programmes itself, but assists institutions in preparing their internal assessment reports and recommends the expert teams (*novērošanas komisija*). The minimum number of team members is three including at least one foreign expert (with the exception of first-level professional higher education, i.e. colleges, for which all experts may be from Latvia). Although the main provisions of accreditation and quality assurance procedures are adopted at national level, the agency develops the methodology and various recommendations concerning evaluation. Students are involved in the evaluation and decision-making in relation to accreditation, but they do not take part in the governance of the HEQEC.

The continuous quality assurance process consists of self-evaluation and evaluation by external experts, and ends with accreditation. Both the higher education institution as a whole and the programme in question have to be accredited before a state-recognised higher education credential can be issued. The first step in the process is the self-assessment report, which has to be prepared



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure/limitation of places at institutional level
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places at national/regional level

After receiving the *koledžas diploms*, students may continue their studies in *profesionālais bakalaurs* by transferring their ECTS credits.

The diagram refers to the situation as of summer 2006. The new draft Law on Higher Education currently under discussion mentions the abolition of first and second cycle professional programmes leading to *profesionālais maģistrs* (in the middle row of 'Other programmes') and to *profesionālais bakalaurs*, *profesionālais maģistrs* and *maģistrs* (the whole lower row of 'Other programmes').

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by representatives of the administration, academic staff and students. Experts evaluate the report and other documents, and arrange for a site visit to the higher education institution, submitting a common statement as well as written individual opinions. Institutions are accredited by the Council of Higher Education (*Augstākās izglītības padome*), whereas study programmes are accredited by the Accreditation Commission (*Akreditācijas komisija*) established by the Ministry of Education and Science. Students are represented in both bodies.

The accreditation process began in 1996 and the first round of accreditation was completed in 2002. Accreditation proceeds in accordance with the Regulations approved in October 2006.

Study programmes are accredited once every six years. In exceptional cases, the Accreditation Commission grants only temporary accreditation, implying a repeated assessment after two years. A higher education institution or a college may be accredited only if more than 50 % of study programmes are accredited. Normally, the accreditation of the higher education institution is permanent. In exceptional cases, it is accredited temporarily, implying a repeated evaluation after two years.

In order to start implementing higher education programmes, a higher education institution has to receive a licence from the Ministry of Education and Science for the institution itself and for each particular study programme. Licensing is a kind of preliminary quality assurance, in the sense that within

two years after obtaining a licence, a higher education institution has to submit the study programme for accreditation.

Self-assessment reports and reports by expert teams are made publicly available via the internet and the educational newspaper *Izglītība un Kultūra* (Education and Culture).

The quality assurance system is also used for quality improvement and as a means to reforms in higher education.

The HEQEC has been a full member of the European Association for Quality Assurance in Higher Education (**ENQA**) since 2003 and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) since 1997. The new draft Law on Higher Education provides that the agency is subject to peer review.

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Legislative and/or official references

Date	Term in English	Term in national language
2 November 1995	Law on Higher Educational Institutions (LHEI)	<i>Augstskolu likums</i>
29 October 1998 (valid since 1 June 1999 abolishing the previous Education Law of 19 June 1991)	Education Law	<i>Izglītības likums</i>
19 May 2005	Scientific Activities Law	<i>Zinātniskās darbības likums</i>
21 June 2005 (valid since 2 July 2005 abolishing the previous Regulation No. 531 of September 2003)	Regulation No. 450 of the Cabinet of Ministers 'On the order concerned with the issuing of state-recognised education documents testifying higher education and scientific degree'	<i>MK Noteikumi Nr. 450 'Kārtība, kādā izsniedzami valsts atzīti augstāko izglītību un zinātnisko grādu apliecinoši izglītības dokumenti'</i>
27 December 2005	Regulation No. 1001 of the Cabinet of Ministers 'On the procedure and criteria for awarding a scientific doctor's degree (promotion)'	<i>MK Noteikumi Nr.1001 'Doktora zinātniskā grāda piešķiršanas (promocijas) kārtība un kritēriji'</i>
3 October 2006 (valid since 7 October 2006 abolishing the previous Regulation No. 442 of October 2001)	Regulation No. 821 of the Cabinet of Ministers 'On the Procedure for accreditation of Higher Education Institutions, Colleges and Study Programmes'	<i>MK noteikumi Nr. 821 'Augstskolu, koledžu un augstākās izglītības programmu akreditācijas kārtība'</i>
Will enter into force in/planned for 2007	Draft Law on Higher Education	<i>Augstākās izglītības likuma projekts</i>

Websites

Higher Education Quality Evaluation Centre: <http://www.aiknc.lv/en>

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Higher education in the Republic of Moldova is regulated by the 1995 Law on Education. Meanwhile, several amendments, directives and governmental decisions have been passed regarding the higher education sector. A new Law on Higher Education is currently pending, and is anticipated to be adopted soon. Beginning with the 2005/06 academic year, study programmes based on a **three-cycle system** have been introduced in all higher education institutions.

According to the amendments made in 2005 to the Law on Education, higher education studies are arranged in first cycle - *licentiate* (the duration of studies 3 to 4 years) and second-cycle studies – master's degree (with the duration of 1 to 2 years). This system applies to students who enrolled on or after 1 September 2005. Students who enrolled before 2005 continue to study under the former long studies programmes.

In order to enrol in doctoral level programmes, students must have successfully completed the master's level studies. For students who enrolled before 2005 and who follow the long studies programmes, access to the doctoral level requires completion of the licenta

degree, the magistru degree, or the diplome de arhitect.

Doctoral studies have not been changed in light of the Bologna Process. Doctoral studies are regulated by the Science and Innovation Code and the Law of Education. These programmes include compulsory theoretical and practical courses provided in accordance with main fields of science. Theoretical courses comprise approximately 20 % of the programme (foreign languages, computer science and a fundamental discipline dealing with the research field) and the other 80 % deal with the individual scientific research.

The implementation of the European Credit Transfer System (**ECTS**) in the Republic of Moldova started in 2000 in several pilot projects.

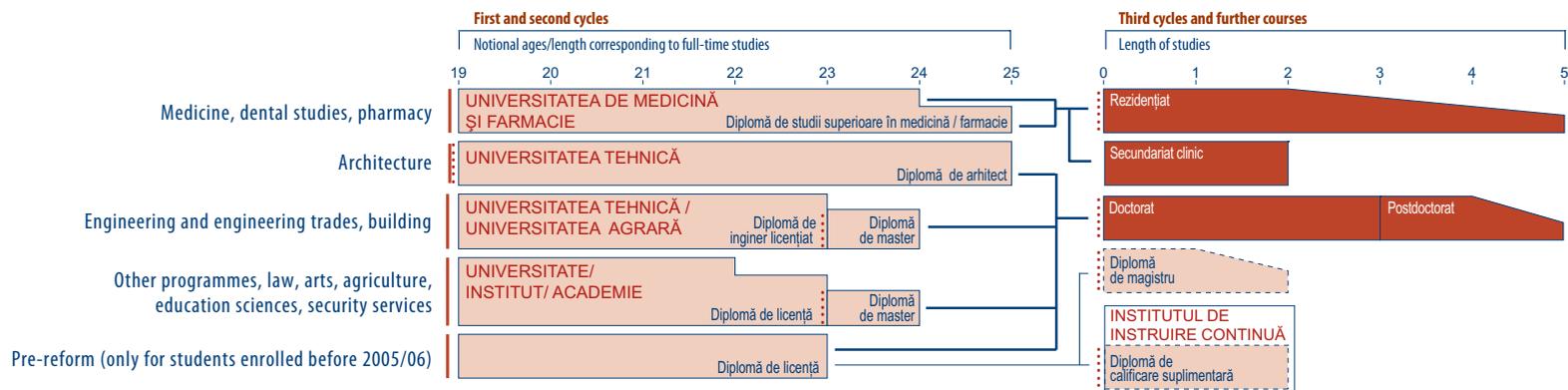
Official implementation of the ECTS by all higher education institutions was stipulated in the 2005 amendments to the Law on Education. A guide on the implementation of ECTS was elaborated in 2006. The guide provides the methodology of the implementation of the ECTS and assures better transparency and compatibility of study programmes and qualifications awarded

by the higher education institutions of the Republic of Moldova.

The methodology of the credit system calculation envisages the use of 60 credits for each academic year. The ECTS system is used for both credit transfer and accumulation.

In July 2005 the Government of the Republic of Moldova approved a new Classification System of Educational Fields and Programmes of Studies. The System has been elaborated in accordance with the Unesco ISCED 97 classification and Eurostat and is essentially based on learning outcomes stipulated according to the labour market needs. As a result, in 2005 admission to higher education institutions was organised in accordance with the new classification system. A provisional framework for the first cycle has been approved in order to provide the guidelines for the new curriculum development.

As of 2005, the **Diploma Supplement** (DS) has been issued automatically and free of charge to graduates of the *licentiate* programmes as well as to the graduates of the master's programmes. The DS is issued in Moldavian and English languages.



Source: Eurydice.

■ ISCED 5A (1st or 2nd programme)	■ ISCED 6 programme	⋮ Selection procedure/limitation of places at institutional level
■ ISCED 5B (1st or 2nd programme)	□ Further qualification	▮ Selection procedure/limitation of places at national/regional level

Rezidentiat and *Secundariat* are postgraduate courses specifically for the medical branch of studies and involve practical training in the field. Admission to doctoral studies in medicine is possible only after the *Rezidentiat* course. Its graduates are awarded the *Diploma de Licențiat* and can enter the profession independently, continue their studies in *Secundariat Clinic*, or pursue doctoral studies.

Before the reform of 2005, *Diploma de Magistru* and other qualifications in the existing structure were regarded as postgraduate studies. Only holders of *Diploma de Licențiat* could access additional qualifications.

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The national DS complies with all European requirements. It was endorsed by UNESCO-CEPES and Council of Europe experts in December 2005 at the international conference on the Bologna Process in Chsinau, the Republic of Moldova.

Incentives and measures for supervision and follow-up of the three-cycle system, ECTS, and the DS have been introduced throughout the country.

Plans for an independent **Quality Assurance Agency** are currently under way; the Agency should begin operations in 2007. The present national system of quality assurance, which is compulsory for all higher education institutions, comprises the following procedures: internal evaluation, external evaluation and accreditation of the higher education institutions and programmes.

The academic evaluation of higher education institutions is based on a certain number of general criteria and on compulsory standards, elaborated by the Ministry of Education and Youth. The process of evaluation includes a set of indicators: pedagogical staff, the content of the educational programmes, learning outcomes, students, scientific research activities, management of the educational

process, didactic materials and the economical-financial activity.

According to a Decision issued in February 2006 by the Ministry of Education and Youth, higher education institutions must establish institutional bodies for safeguarding and advancing the quality of internal processes. Some higher education institutions elaborated the 'Quality Manual' for this purpose. Furthermore, research on 'Ethics in Higher Education' is conducted at the national level.

Students are involved in the internal evaluation process. Student organisations from different faculties have designed questionnaires for the evaluation of teaching staff and curricula. A National Inter-university Students' Council discusses problems related to students' social status, quality assurance of education, the implementation of the Bologna Process, quality of the study programmes, etc.

Educational standards and requirements are currently being revised and improved. Several modifications have been introduced to the process of academic evaluation and accreditation of higher education institutions in order to assure better transparency and objectivity throughout this process. Representatives of the branch ministries and

student organisations have been included as members of the evaluation and accreditation committees.

The process of accreditation started in 2000. Accreditation constitutes official recognition of the higher education institution. The Ministry of Education and Youth is responsible for the accreditation of higher education institutions. Accreditation is a compulsory process for both public and private academic institutions and their study programmes.

Accreditation is a procedure consisting of self-evaluation by the unit under review and a site visit by a group of national experts. The decision regarding the accreditation/non-accreditation of the institution is based on the results of the academic evaluation, realized by a Special Accreditation Commission. The activity of accredited higher education institutions is re-evaluated every five years.

Data on each accredited higher education institution is published in official bulletins and made available to the public via the Internet.

Doctoral programmes are accredited by the Accreditation and Certification National Council.

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Legislative and/or official references

Date	Term in English	Term in the national language
July 1995	Law on Education no. 547-XIII	Legea Învățământului nr. 547-XIII
July 1997	Law No. 1275-XIII regarding the Evaluation and Accreditation of the Educational Institutions in the Republic of Moldova	Legea nr.1275-XIII cu privire la evaluarea și acreditarea instituțiilor de învățământ din Republica Moldova
June 1999	Law No. 423-XIV regarding the approval of the Regulation of the Evaluation and Accreditation of the Educational Institutions.	Legea nr.423-XIV privind aprobarea Regulamentului de evaluare și acreditare a instituțiilor de învățământ
June 2004	Law No. 259-XV regarding the Code of Science and Innovation	Legea nr. 259-XV Codul cu privire la știință și inovare
May 2005	Law No. 71-XIV regarding the Amendments and Completions to the Law on Education (Amendments to the Higher Education Structure, Introduction of the Two-Cycle Structure)	Legea nr.71-XVI privind modificarea și completarea Legii învățământului (introducerea structurii învățământului superior pe cicluri)
July 2005	Law No. 142-XVI regarding the approval of the Classification of Educational Fields and Specialities for Initial Training in the Higher Education Institutions, first cycle.	Legea nr.142-XVI aprobarea Nomenclatorului domeniilor de formare profesională și al specialităților pentru pregătirea cadrelor în instituțiile de învățământ superior, ciclul I
Decisions and directives:		
February 2005	The Strategic Directions concerning the Modernization of the Educational System, approved by the President of the Republic of Moldova	Direcțiile strategice de modernizare a sistemului educațional, aprobate de Președintele Republicii Moldova
May 2005	The Ministry of Education and Youth Order No. 15 regarding the approval of the Diploma Supplement	Ordinul M.E.T. nr.15 cu privire la aprobarea modelului Suplimentului la Diplomă
May 2005	The Ministry of Education and Youth Order regarding the approval of the Programme of Actions concerning the Implementation of the Objectives of the Bologna Process	Ordinul M.E.T. privind aprobarea Programului de acțiuni pentru implementarea obiectivelor Procesului de la Bologna
May 2005	Governmental Decision regarding the establishment of the National Coordination Council of the Implementation of the Objectives of the Bologna Process	Decizia Guvernului privind constituirea Consiliului Național de coordonare a acțiunilor de implementare a obiectivelor Procesului de la Bologna

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Date	Term in English	Term in the national language
July 2005	The M.E.Y Regulation regarding the simultaneous studies in two different fields.	Dispoziția M.E.T. privind instruirea concomitentă în două domenii diferite
July 2005	The M.E.Y Regulation No. 202 regarding the approval of the Frame Work for the first cycle (<i>licentiate studies</i>)	Ordinul M.E.T. nr. 202 cu privire la aprobarea Planului-cadru pentru ciclul I (studii superioare de licență)
August 2005	The M.E.Y. Regulation regarding the Teacher In-service Training Module.	Dispoziția M.E.T. privind modulul de formare a profesorilor
August 2005	Governmental Decision regarding the approval of the Programme of the Modernization of the Educational System.	Hotărârea Guvernului privind aprobarea Programului de modernizare a sistemului educațional
August 2005	Governmental Decision for the approval of the Regulation regarding the Organization of Doctoral and Postdoctoral Studies.	Hotărârea Guvernului pentru aprobarea Regulamentului privind organizarea și desfășurarea doctoratului și postdoctoratului
February 2006	The M.E.Y Regulation No. 97 from February 2006 regarding the Creation of the Internal Quality Assurance Structures	Ordinul nr. 97 al M.E.T. privind crearea structurilor interne de asigurare a calitatii
February 2006	The M.E.Y Regulation regarding the approval of the Guide on the Implementation of the National Credit Transfer System	Ordinul M.E.T. privind aprobarea Ghidului de implementare a Sistemului Național de Credite de Studiu
April 2006	The Classification of the Educational Programmes in the Republic of Moldova (MoldCED), approved by the common Decision of the M.E.Y and the National Statistic Department	Clasificația Programelor Educaționale din Republica Moldova (MoldCED), aprobat prin decizia comună a M.E.T. și Biroului Național de Statistică
May 2006	The M.E.Y Directive regarding the approval of the Regulation concerning the Organisation and Carrying out of the Admission in the Higher Education Institutions.	Ordinul M.E.T. privind aprobarea Regulamentului de organizare și desfășurare a admiterii în instituțiile de învățământ superior
June 2006	Governmental Decision concerning the Increasing of the Scholarships of the Students from Higher Education Institutions	Hotărâre de Guvern privind majorarea cuantumului burselor pentru studenții din instituțiile de învățământ superior
July 2006	Governmental Decision regarding the approval of the Regulation dealing with the Organisation of the Practical Training in the Initial Teacher Training of the Higher Education Institutions	Hotărâre de Guvern pentru aprobarea Regulamentului privind organizarea stagiilor de practică în cadrul formării inițiale în învățământul superior

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Date	Term in English	Term in the national language
July 2006	Governmental Decision regarding the approval of the Regulation dealing with the Conditions of Granting Scholarships to Students from Higher Education Institutions, Students from Colleges, Vocational Schools and those from the Post University Education	Hotărîre de Guvern pentru aprobarea Regulamentului cu privire la modul și condițiile de acordare a burselor pentru studenții din instituțiile de învățămînt superior, elevii din instituțiile de învățămînt mediu de specialitate și secundar profesional și persoanele care studiază în învățămîntul postuniversitar

M.E.Y: Ministry of Education and Youth

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There is one public HEI in Montenegro, namely the University of Montenegro. The university consists of 17 faculties/academies and four institutes which, together, account for 73 study programmes (55 academic and 18 applied).

In September 2006, the first private university in Montenegro was opened. It comprises four faculties. There are also three other separate private faculties in the country.

In 2006/07, 4 443 new students were enrolled in the first study year. The total number of students at the University of Montenegro is 16 236. At the private University Mediteran there are about 1 000 students. The three separate private faculties enrol about 800 students in total.

In October 2003, the new Law on Higher Education was adopted by the Assembly of Montenegro. According to the law, which was made in accordance with the objectives of the Bologna Declaration, the structure of higher education is based on **three main cycles**. The programmes of study for obtaining higher education degrees and diplomas are:

a) undergraduate (for obtaining the bachelor's degree for academic studies or applied studies);

b) postgraduate (for obtaining the specialist degree for academic or applied studies; for obtaining the master's degree for applied studies; for obtaining the master of science degree);

c) doctoral studies for obtaining the academic title of doctor of philosophy.

Access to specialist study programmes is possible after a student has successfully completed applied/academic undergraduate studies (three years). The specialist degree is awarded after completion of the respective study programme lasting up to one year.

Students are eligible for the applied master's studies degree after obtaining the applied undergraduate studies degree and after completing two years of postgraduate studies (one year specialist's, one year master's studies).

Access to programmes for the master of science degree is possible after completion of the academic undergraduate studies diploma. The MSc programme lasts two years (including one year of specialist studies).

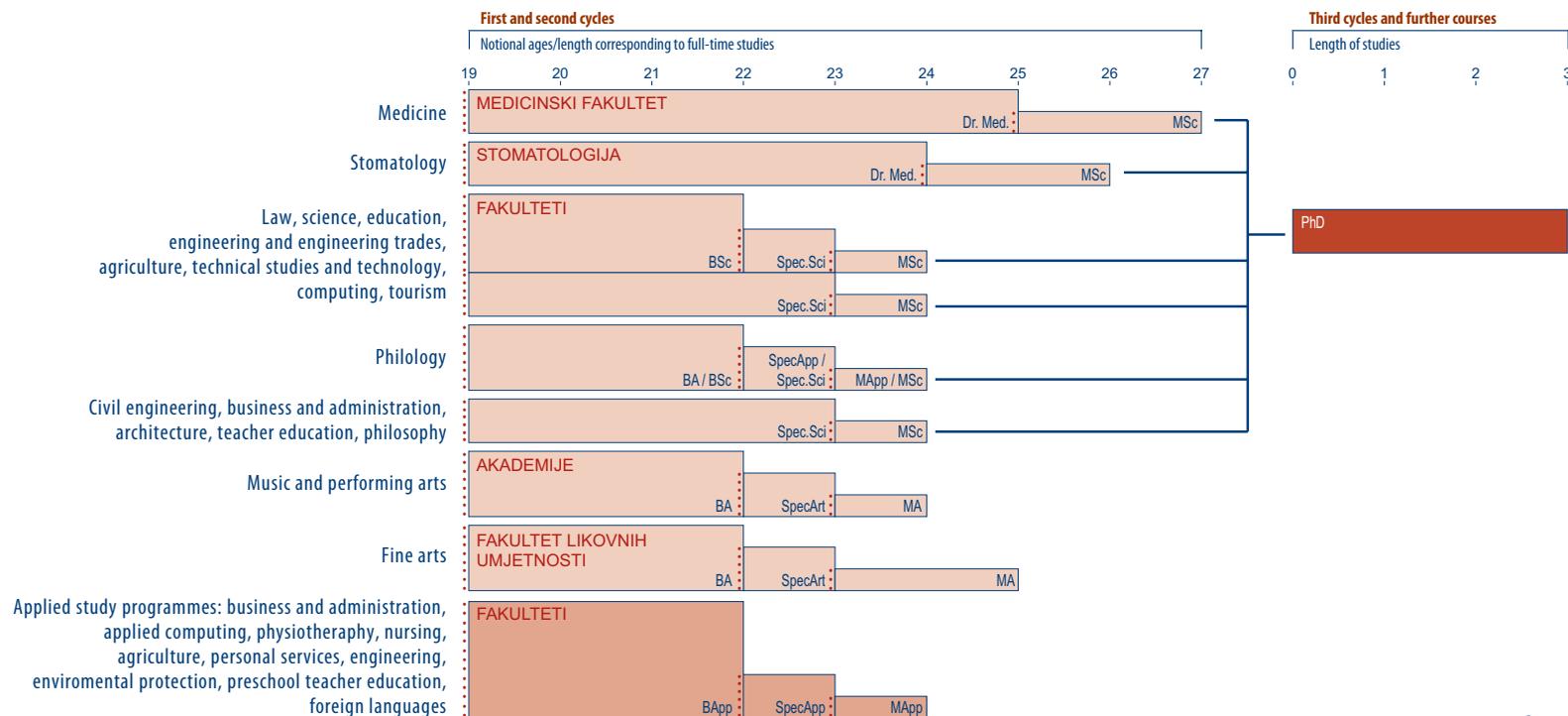
Graduates who have achieved the master of science degree are eligible for study at

the **doctoral level**. The academic title of doctor of philosophy requires at least three years of study. The programmes consist of taught courses (lectures), research, and the accomplishment and successful defence of a doctoral thesis.

Graduates of ISCED 5B programmes have access to study programmes leading to the master's degree. Students from ISCED 5A programmes can transfer to ISCED 5B under conditions determined by the university senate; students from ISCED 5B programmes cannot transfer to ISCED level 5A studies.

In accordance with the law, a university may organise studies in cooperation with a domestic or foreign institution or an international organisation. The university has the right to issue **double or joint degrees** to students upon completion of the required studies. The content of the degrees is determined in accordance with the cooperative agreement between the institutions.

In 2003/04, a pilot project was used to test the introduction of the Bologna Process requirements in some study programmes. The following year, the first generation of students



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure/limitation of places at institutional level
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places at national/regional level

BA	Diploma of Academic Undergraduate Studies
BApp	Diploma of Applied Undergraduate Studies
BSc	Diploma of Academic Undergraduate Studies
Dr. Med	Diploma of Undergraduate Studies of Medicine/Stomatology
Spec.Sci	Diploma of Postgraduate Specialized Academic Studies
SpecArt	Diploma of Postgraduate Specialized Academic Studies

SpecApp	Diploma of Postgraduate Specialized Applied Studies
MSc	Diploma of Postgraduate Master Academic Studies
MA	Diploma of Postgraduate Master Academic Studies
MApp	Diploma of Postgraduate Master Applied Studies
PhD	Diploma of Doctoral Study

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enrolled in higher education programmes under the new 2003 law. Most HEIs offered master's study programmes lasting for one year to make the link between the old and new systems. The result is that the number of students enrolled in undergraduate and postgraduate study programmes doubled in 2005/06. The pass rate for students enrolled in Bologna Process-based study programmes is 65 %; this is considerably higher than the success rate of students during the period before the new law.

Since September 2004, the principles of **ECTS** as an accumulation and transfer system for undergraduate, postgraduate (specialist's and master's studies) and doctoral studies are compulsory for all universities and HEIs in Montenegro. Courses are limited to one semester and each course is graded in accordance with ECTS points.

The 2003 Law on Higher Education stipulates that a **Diploma Supplement** (DS) based on the official European model must be issued; as of the 2006/07 academic year, the DS is mandatory for all degree programmes; it is issued automatically with the diploma and is free of charge. The content of the DS is in both Montenegrin and English. Before

the introduction of the DS, certificates were issued showing completed courses and grades received.

The implementation of the Bologna Process reforms is financed at institutional level by each HEI concerned. The reforms are implemented and monitored by administrative and managing staff or expert advisory boards. A National Bologna Process Follow-up Group was established in April 2004; the group monitors all aspects of implementation of the Bologna Process reforms.

From the very beginning of the HE reform process in Montenegro, the Ministry of Education and Science has fostered and supported the implementation of the Bologna Declaration; however, the ministry is not able to provide any additional financial incentives from the state budget for this purpose. Since 2004, all HEIs have conducted teaching activities in accordance with the Bologna Declaration as stipulated by the Law on Higher Education.

According to the 2003 law, the Council for Higher Education (*Savjet za visoko obrazovanje*) functions as an **accreditation** body and conducts external evaluations

through its commissions. The government of Montenegro established the council in 2004; all of its conclusions, recommendations and decisions must be made available to the public. In accordance with the 2003 Law on Higher Education, the Montenegrin government later established the Council for Scientific Activities in autumn 2006; it is now the leading governing body for all national research and scientific activities, including those conducted by HEIs.

The process of accreditation begins with an external evaluation review. If the institution passes the review, it receives certification for the right to award educational degrees. Foreign experts may be appointed as members of the external evaluation commissions.

The Ministry of Education and Science has the power to issue an operating licence to an institution, as well as to change or revoke the licence.

The operating licence is an official document granting an institution the right to begin work. An institution may be granted a licence after obtaining a certificate of initial accreditation by the Council for Higher Education. The certificate is awarded based

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on the recommendations of the evaluation commission.

Each HEI in Montenegro, whether it is newly founded or already in operation, is required to have an operating licence. The licence determines the type of institution, its accredited study programmes, the maximum number of students it may enrol, as well as the degrees and diplomas it may award.

An institution requiring initial accreditation must apply to the council at least one year in advance of the date that educational operations begin.

Initial accreditation is issued for a maximum of three years. Re-accreditation (valid for up to five years) is based on the external evaluation report for the institution and its study programmes, in accordance with the standards and procedure stipulated by the council. If an institution does not pass the standards for re-accreditation, it can continue to operate for a maximum of one year, but is not allowed to admit any new students during that period. If the institution is not able to achieve re-accreditation standards after the probation year, its licence is revoked. Once a licence is revoked, it cannot be reinstated.

2007 marks the third year since the implementation of the new law, and the conclusion of the first accreditation period for both universities and all private faculties. Re-accreditation activities for these institutions should be concluded by 1 March 2007, after which all materials will be sent to the Council for Higher Education. The evaluation, confirmation, and re-accreditation of institutions and study programmes will take effect as of the beginning of the 2007/08 academic year.

Institutions that obtain accreditation by another state or agency are obliged to submit a certificate of such accreditation to the council. The council carries out its assessment of the non-state accreditation in accordance with its statutes.

Private HEIs are required to submit a guarantee of financial standing for a minimum three-year period.

The operating licence for private institutions also includes a provision in the event that the HEI fails: if the institution ceases operations, it must provide financial support for all students enrolled to continue their studies at another accredited HEI.

Regarding **quality assurance**, HEIs must conduct self-evaluations, i.e. evaluate and assess the quality of their study programmes and work conditions. Self-evaluation is performed continuously, in accordance with the institutional statutes, and must involve stakeholders from the institutions' management, academic staff and students, as well as external experts.

Self-evaluation methods are determined according to curricula, teaching equipment, qualifications of academic staff, teaching methods, percentage of students who pass exams, percentage of graduates, and other necessary indicators of the institutions' work. National guidelines recommend implementing procedures for continuous enhancement. The internal evaluation report is a compulsory part of the accreditation and re-accreditation processes. Students are involved in the self-evaluation procedure (at faculty level all students are involved; at university level, participation takes place via student representatives). Questionnaires are used as evaluation instruments.

The process of internal self-evaluation is still relatively new. The current Law on Higher Education prescribes actions to be taken at

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a certain level of the evaluation procedure. Additional regulations will soon be introduced; existing documents will be revised and developed in greater detail. One obstacle Montenegro has to overcome in this field is the current lack of trained professionals in quality assurance.

According to the 2003 law, students are represented in a university's management board, senate and faculty bodies; at least 15 % of each decision-making body consists of student representatives. Currently, the accreditation body for HEIs in Montenegro is the national Council for Higher Education (*Savjet za visoko obrazovanje*). Upon the recommendation of the European Association for Quality Assurance in Higher Education (**ENQA**), Montenegro is seeking to establish an

independent accreditation agency at regional level, together with neighbouring countries with similar educational and economic systems. ENIC-Montenegro was established in 2003. Development of an ENIC centre and full implementation of the standards agreed by the Lisbon Convention are in progress.

The **National Qualifications Framework** (NQF) for higher education in Montenegro defines the 6th, 7th and 8th reference levels; knowledge, skills and competences in the wider context (personal and professional) represent a high priority task.

The European Qualifications Framework is the main reference point for the NQF; experiments in Germany and Latvia are also instructive, as are the experiences of Montenegro's TEMPUS partners in the process of creating NQFs, with a

view to ensuring quality, validation of informal and non-formal learning, providing access to life-long learning and facilitating recognition and the process of employability.

Parallel to the TEMPUS project, the Ministry of Education and Science established a working group for the creation of the NQF. The working group involves representatives from all relevant institutions, including the Ministry of Education and Science, Ministry of Labour and Social Welfare, universities, ENIC centres, Employment Bureaus, the Schooling Agency, etc. At the end of December 2006, the working group submitted a draft of the NQF to the ministry; it is now subject to public debate and revision. According to the government's work programme, the final version of the NQF should be ready by December 2007.

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Legislative and/or official references

Date	Term in English	Term in national language
22 October 2003	Law on Higher Education	Zakon o visokom obrazovanju
6 February 2004 amendments on 6 February 2006	Montenegro University Statute	Statut Univerziteta Crne Gore
20 April 2004	Rules for ECTS	Pravila ECTS
20 July 2004 amendments on 10 February 2006	Rulebook on initial accreditation of study programmes at higher education institutions in the Republic of Montenegro	Pravilnik o početnoj akreditaciji studijskih programa na ustanovama visokog obrazovanja u RCG
27 August 2004	Criteria and standards for initial accreditation of study programmes at higher education institutions in the Republic of Montenegro	Kriterijumi i standardi za početnu akreditaciju studijskih programa na ustanovama visokog obrazovanja u RCG
September 2006	Rulebook on student registration, proof of educational content and student performance	Pravilnik o vođenju matične knjige, evidencije i sadržaja javnih isprava

Websites

University of Montenegro: <http://www.ucg.cg.ac.yu>

Ministry of Education and Science of Montenegro: <http://www.mpin.cg.yu>

FORMER YUGOSLAV REPUBLIC OF MACEDONIA

For the past 30 years, a **three-cycle structure** has existed for most fields of study in all countries of former Yugoslavia, including the Republic of Macedonia. The Law on Changes and Amendments to the Law on Higher Education (July 2003) provided the legal framework for a system of higher education based on the Bologna Process structure. The initiatives for changes in the structure of higher education, especially those regarding the duration of undergraduate and postgraduate studies, have instigated serious debates and reactions within the universities of Macedonia.

Before the legislative changes in 2003, undergraduate studies at the majority of faculties required 8 semesters (4 years). At certain specific faculties, the duration of studies was 10 semesters (e.g. technical sciences) or 12 semesters (e.g. medical sciences). Graduates of these study programs were qualified to continue their studies in the respective field at the graduate level.

Within the degree system, important reforms of the study program and the introduction of the Bologna Process structure (5+3 model for academic studies and 3+2+3 for academic and professional studies) was conducted within

the faculties and primarily by the technical faculties (2004-05). They have also introduced degree programmes with a duration of less than three years, the 'short-cycle' studies within the first cycle.

Experience shows that the 3+2+3 model or three-year duration for the undergraduate studies is not an easy concept for faculties to introduce. Some faculties continue to maintain undergraduate study programs of four years, in some cases even five.

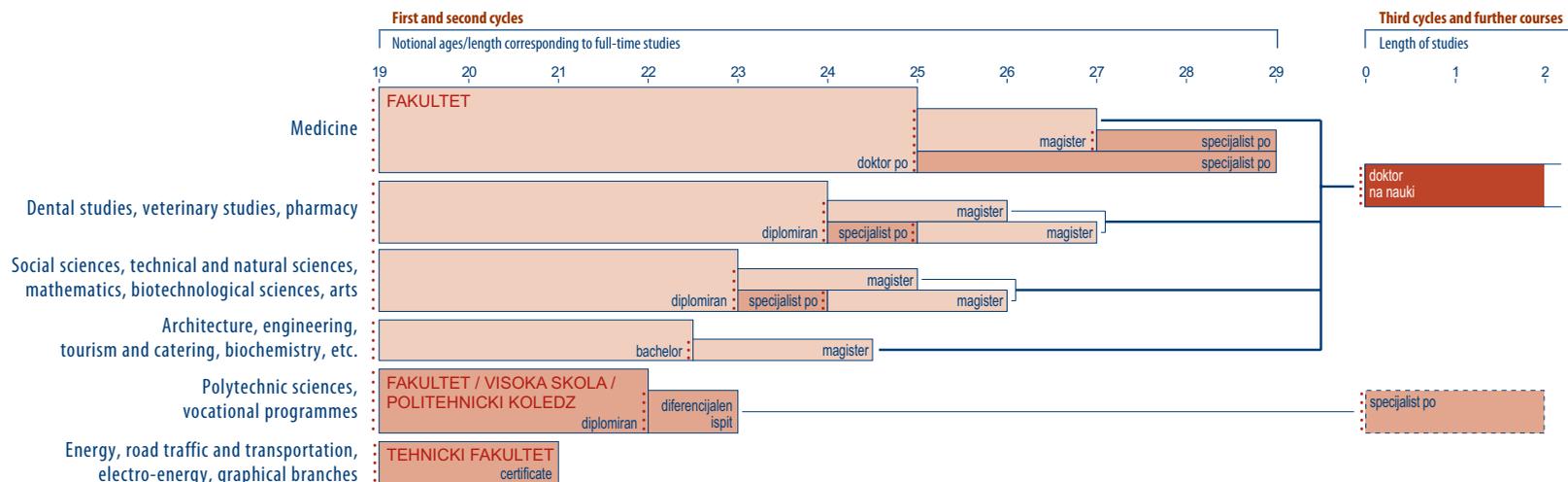
In restructuring the second-cycle studies (master's level), some faculties follow the Bologna Process recommendations for a duration of 1.5 or 2 years (regardless of the duration of the undergraduate studies). Faculties of medicine, dentistry, pharmacy and veterinary studies still organize so-called 'long studies' (6 years for medicine, 5 years for others) for the first-cycle degree.

In Macedonia, the **third-cycle programmes** prepare advanced students for professional careers and future academic pursuits. Flexibility in the doctoral programmes allows doctoral candidates to achieve their individual career goals either in employment or in the academic field.

According to the present model of **doctoral studies** in Macedonia, academic mentors are responsible for co-ordinating the doctoral candidates' individual study programmes. Doctoral studies are predominantly based on individual research guided by an academic mentor. There is currently one PhD programme that incorporates lecture-based courses; however, most doctoral studies do not include taught classes. There is one PhD programme in engineering at the Ss. Cyril and Methodius University, Skopje that incorporates classes and theory-based training at the doctoral level.

The doctoral programmes have a minimum duration of two years of study; the doctoral thesis must be successfully defended within three to five years following completion of the studies, depending on the type of programme. Candidates accepted for doctoral programmes must have a master's degree or a specialisation in medical sciences and must have successfully defended a master's thesis.

The 2000 Law on Higher Education requires all HEIs to organise credit-based undergraduate (Article 96) and postgraduate studies (Article 111). HEIs have the autonomy to introduce either the **ECTS** or a different



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure/limitation of places at institutional level
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places at national/regional level

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system. The university senates at Ss. Cyril and Methodius University; Skopje and St. Kliment Ohridski University; Bitola adopted the principles of ECTS as an accumulation and transfer system for undergraduate, postgraduate (specialist and master's studies) and doctoral studies. The study programmes of HEIs established more recently (the South-East European University in Tetovo, the Faculty of Social Sciences in Skopje and the State University in Tetovo) are also based on ECTS. The Republic of Macedonia will continue restructuring curricula and introducing ECTS in line with the goal of achieving a nationwide credit accumulation and transfer system. In order to assure the smooth implementation of ECTS, the capacities of higher education administration, in particular student services and offices for international co-operation (staff development and information systems) have to be strengthened.

There is currently no legislation requiring HEIs to issue a **Diploma Supplement** (DS); however, anticipated legislative changes are expected to introduce such a requirement in the coming years. To date, several HEIs have taken it upon themselves to introduce the DS. In 2002, the Rector's board of the

Ss. Cyril and Methodius University in Skopje decided to introduce the DS; it will be issued in Macedonian and English for a fee and upon request from the student. The fee is determined by the Rector's board and is the same at all faculties and institutes of the University. The DS issued by the Ss. Cyril and Methodius University is in accordance with the EU/Council of Europe/UNESCO format; it will be issued for the first time to graduates in 2008/09 (except some graduates of the Faculty of Electrical Engineering and Information Technologies, who will receive the DS in 2007; meanwhile, graduates of the Faculty of Technology and Metallurgy have received the DS since 2004/05). The South-East European University in Tetovo issues the DS in English, Albanian and Macedonian, automatically and free of charge.

In 2001, the government of the Republic of Macedonia began the process of establishing a **National Qualifications Framework** by defining the qualifications obtained through vocational and professional education and training. A national classification of vocations and professions was created with standardised titles and codes based on the International Standardised Classification of Professions

(ISCP/88). The National Classifications of Professions/Vocations was completed in 2002, incorporating changes that occurred within the structure of the labour force and the new market economy. Serious attention was given to harmonisation with international norms and standards in order to remain comparable with countries in the EU. The objective of the Macedonian (national) qualifications framework is to simplify international comparison and recognition, as well as contribute to the promotion of quality assurance in higher education.

The Law on Higher Education provides a very general framework for organising international studies; however, there is no specific mention of **joint degrees** in the current Law. According to the National Strategy for Development of Education in the Republic of Macedonia 2005-2015, the Ministry of Education and Science is responsible for developing secondary legislation for study programmes that lead to the joint degree certificate. An anticipated new draft Law on Higher Education will include specific reference to joint degrees as well as the recognition of joint degrees. The new Law is anticipated before the end of 2007. Meanwhile, the Ss. Cyril and Methodius

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University is following its own development strategy to integrate study programmes and joint degrees for all three cycles, thereby encouraging the creation of mutual degree study programmes.

The Law on Higher Education (2000) established the legal basis for developing the **quality assurance system**. The legal basis was improved with the Law on Changes and Amendments to the Law on Higher Education (2003). According to the law, the quality assurance system covers the approval, confirmation and recognition of the performances of HEIs so that they may conduct activities in accordance with the Law on Higher Education, via the process of accreditation. It assesses the quality of higher education, i.e. administration, financing, academic and other activities, as well as the priorities of the institution, through a process of evaluation. The quality assurance system also covers other activities and mechanisms through which higher education quality is developed and maintained, as established by law and other legal acts adopted by bodies responsible for quality assurance.

The national body responsible for accreditation – the Board for Accreditation

of Higher Education (*Odbor za Akreditacija vo Visokoto obrazovanie*) – was established on 12 November 2001. The Board is an independent body consisting of fifteen members. Nine of the members are elected by the Inter-University Conference, two are from the Macedonian Academy of Sciences and Arts and four are appointed by the Government of the Republic of Macedonia (professors or persons with scientific titles). The members of the Board have a four-year mandate and are independent in their work. The constitutive session of the Board is convened by the minister in charge of higher education. The Board elects its president from among its own members. It is independent in its work and adopts decisions within its jurisdiction on the basis of expertise and competency.

When the relevant documentation has been submitted for a project to establish an HEI, the Accreditation Board determines, within its rights and duties, whether requirements have been met regarding the higher education activity in question. It decides whether a licence will be granted to a scientific institution wishing to offer postgraduate and/or doctoral studies, determines whether the higher education institution fulfils the conditions

for organising new study programmes, and determines the HEI's capacity to offer these programmes. The Board keeps records on HEI accreditation and other licences, and performs other tasks provided for by this law.

The Board informs the minister in charge of higher education on its accreditation activities and other matters when necessary. The Accreditation Board may establish expert commissions whose competencies are specified in the accreditation procedure. In particular, the methodologies and procedures for the work, decision-making, accreditation, evaluation and other matters are regulated by the Rules of Procedure. The necessary funds for the operation of the Accreditation Board are provided by the national budget under a special budget item. The manner in which expert, administrative and financial tasks are performed is regulated by an agreement between the Accreditation Board and the ministry in charge of higher education. The accreditation procedure is carried out according to regulations on the norms and standards for establishing HEIs and for conducting higher education activities, adopted in August 2002.

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External evaluation and joint quality assessment of academic staff at universities and other HEIs is performed by the Higher Education Evaluation Agency (*Agencija za evaluacija na visokoto obrazovanie*), a legally independent body established on 13 December 2001 by the Higher Education Accreditation Board. The Evaluation Agency is composed of nine members elected by the Accreditation Board. Members of the Agency are HEI professors with a four-year mandate. The members of the Evaluation Agency are independent in their work and cannot be removed before their mandate has expired. The constitutive session of the Evaluation Agency is convened by the president of the Accreditation Board.

The tasks of the Evaluation Agency include the monitoring of accredited institutions based on evaluation reports and the assessment of the status and operation of the accredited HEIs once every five years, before proposing the extension or withdrawal of licences to the Accreditation Board. It issues necessary recommendations for the improvement of norms and standards for the establishment of HEIs and for practising higher education activities. The Agency also proposes measures

to improve the network of HEIs, and assesses the quality of the academic staff at universities and other HEIs to propose measures for improvement. Other tasks are performed in accordance with guidelines, and reports on evaluation results are published. These reports are submitted to parliament, the government and the ministry in charge of higher education, as well as to the Accreditation Board.

The Evaluation Agency performs external evaluations under the conditions determined in the guidelines for quality assurance and assessment of HEIs and academic staff, adopted by the Evaluation Agency in 2002.

External evaluation at faculty/institute level and at university level started in 2003. There is always at least one international member of each expert team that conducts the external evaluation. The external evaluation reports are submitted to the Evaluation Agency and the Accreditation Board. The Agency conducts an external evaluation of each HEI every five years. Results from the internal evaluation and the self-evaluation report are used to define the main mission, scope and questions framing the external evaluation.

Internal evaluation is required by legislation according to the Law on Higher Education. It is conducted by HEIs at institutional level (faculty, college, higher professional school or research institute) and at university level. Each institution establishes a self-evaluation commission appointed by the council of the HEI. The self-evaluation commission has five members (three academic staff members, one administrative staff member and one student). All institutions that are constituent parts of Ss. Cyril and Methodius University and St. Kliment Ohridski University established self-evaluation commissions in February and March 2002. The university senate nominates the members of the university evaluation commission, which is made up of nine members (seven academic staff members and two students).

The evaluation commission at Ss. Cyril and Methodius University was appointed in December 2001. The St. Kliment Ohridski University senate appointed a self-evaluation commission in April 2002, and South-East European University established a self-evaluation commission in 2003.

Following the adoption of the above-mentioned evaluation instruments and the establishment of institutional and university

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evaluation commissions, the first self-evaluation at all faculties, institutes and universities was conducted in 2002. Students were involved in the self-evaluation procedure (all students at faculty/institute level and groups of student representatives at university level). Questionnaires were used as evaluation instruments.

In February 2003, the European University Association (EUA) was invited by the state universities in Skopje and Bitola, and later by the private South-East European University in Tetovo, to conduct an institutional evaluation of each university through a European peer review process. The purpose of the evaluation was to help the universities identify the progress made in the reform of administrative

and management structures and the system, highlight the steps which still needed to be taken, and contribute to the development of policies and strategies which would guarantee the quality of operations undertaken by the universities, in order to ensure that Macedonian universities would become fully integrated into the European Higher Education Area by 2010. Three EUA institutional reports were prepared by EUA expert teams in 2003 and 2004. They are available to the public on the Internet.

Since it was established, the quality assurance system has proven to be overly complicated. The intention is to merge the Accreditation Board and the Evaluation Agency to create a single quality assurance body at national

level. The legal basis for this change will be established by the anticipated new Law on Higher Education, foreseen for 2007.

The Accreditation Board and the Evaluation Agency have been members of the Central and Eastern European Network of Quality Assurance Agencies in Higher Education (CEE Network) since its establishment in 2001. Plans to apply for membership with the European Association for Quality Assurance in Higher Education (**ENQA**) are currently pending the amendments to the Law on Higher Education and the organisation of an international peer review process of the quality assurance bodies.

Legislative and/or official references

Date	Term in English	Term in national language
25 July 2000	Law on Higher Education; Official Journal of the Republic of Macedonia No. 64, August 2000	Zakon za visokoto obrazovanie; Sluzben vesnik na Republika Makedonija br. 64, avgust 2000
24 September 2001	Regulations on the harmonised organisation of postgraduate and doctoral studies at Ss. Cyril and Methodius University in Skopje; University Newsletter No. 7, 25 September 2001	Pravilnik za edinstvenite osnovi za organiziranje na posleddiplomski i doktorski studii na Univerzitetot 'Sv. Kiril i Metodij' vo Skopje; Univerzitetski glasnik br. 7, 25 septemvri 2001
29 November 2001	Guidebook on harmonised study regulations at Ss. Cyril and Methodius University in Skopje; University Newsletter No. 20, 30 November 2001	Pravilnik za edinstvenite pravila za studiranje na Univerzitetot 'Sv. Kiril i Metodij' vo Skopje; Univerzitetski glasnik br. 20, 30 noemvri 2001

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Date	Term in English	Term in national language
29 November 2001	Regulations on the harmonised credit system for the transition from one study programme to another and for the transition from one higher education institution to another constituent part of Ss. Cyril and Methodius University in Skopje; University Newsletter No. 20, 30 November 2001	Pravilnik za edinstvenite osnovi za kredit sistemot, preminot od edna na druga studiska programa i preminot od edna visokoobrazovna ustanova vo sostav na Univerzitetot 'Sv. Kiril i Metodij' vo Skopje; Univerzitetски glasnik br. 20, 30 noemvri 2001
11 June 2002	Decision regarding the introduction of the Diploma Supplement, defining the form, content and means of issuing; University Newsletter No. 27, 16 June 2002	Odluka za voveduvanje Prilog kon diplomata (Diploma Supplement), kako i za formata, soдрzinata i za nacinot na negovoto izdavanje; Univerzitetски glasnik br. 27, 18 juni 2002
13 August 2002	Regulations on the norms and standards for establishing HEIs and for practising higher education activities; Official Journal of the Republic of Macedonia No. 68, August 2002	Pravilnik za normativite i standardite za osnovanie visokoobrazovni ustanovi i za vrsenje visokoobrazovna dejnost; Sluzben vesnik na Republika Makedonija br. 68, avgust 2002
1 October 2002	Guidelines for quality assurance and assessment of HEIs and academic staff in the Republic of Macedonia; Official Journal of the Republic of Macedonia No. 75, October 2002	Vodic za obezbeduvawe kvalitet i ocenuvanje na instituciite za visoko obrazovanie i na akademskite kadri vo Republika Makedonija; Sluzben vesnik na Republika Makedonija br. 75, oktombri 2002
19 March 2003	St. Kliment Ohridski University regulations on the harmonised credit system for the transition from one study programme to another and for the transition from one higher education institution to another; University Newsletter, March 2003	Pravilnik na Univerzitetot 'Sv. Kliment Ohridski' – Bitola za edinstvenite osnovi na kredit transfer sistemot (sistemot za prenos na bodovi, CTS-Credit Transfer System) za premin na druga studiska programa i premin od edna na druga visokoobrazovna ustanova; Univerzitetски glasnik, mart 2003
17 July 2003	Law on Changes and Amendments to the Law on Higher Education; Official Journal of the Republic of Macedonia No. 49, July 2003	Zakon za izmenuvanje i dopolnuvanje na Zakonot za visokoto obrazovanie; Sluzben vesnik na Republika Makedonija br. 49, juli 2003
21 January 2004	Law on establishing a state university in Tetovo; Official Journal of the Republic of Macedonia No. 8, February 2004	Zakon za osnovanie drzaven univerzitet vo Tetovo; Sluzben vesnik na Republika Makedonija br.8, februar 2004

Websites

Ss. Cyril and Methodius University – Skopje: <http://www.ukim.edu.mk>

St. Kliment Ohridski University – Bitola: <http://www.uklo.edu.mk>

South-East European University – Tetovo: <http://www.see-university.com>

CEE Network: http://www.ceenetwork.hu/r_macedonia.html

MALTA

Higher education is regulated by the Education Act of 1988 and subsequent amendments. The University of Malta falls under the provisions of this act. In 2006, a bill to amend the Education Act was presented to Parliament and enacted in August 2006. Various articles of the act, including those regulating the National Commission for Higher Education, came into force in September 2006. The Education Act covers all levels of education in Malta from ISCED 0 to ISCED 6. Currently, the University of Malta is the only institution offering ISCED 5 and ISCED 6 programmes.

The degree structure at the University of Malta has traditionally been based on **three cycles**. Bachelor's and Master's degrees have been awarded since the early 1960s, whilst the first Ph.D. degree was awarded in 1974. The Education Act does not require higher education courses to be based on the three-cycle system but gives the power to the university to make regulations for its courses, which are published as subsidiary legislation through Legal Notices. However, the Minister of Education exercised his influence in guiding the university to adopt the Bologna principles. Full-time programmes leading to Bachelor's and Master's degrees last three to four

years and one to two years respectively. The university's regulations require that all courses are based on the three-cycle system.

Courses at ISCED level 5B are offered at diploma level, which is the short cycle within the first cycle. Most courses have been placed within ISCED level 5B only because they do not cover three years of full-time study. Most are not vocationally oriented. Some of the courses give access to courses at ISCED level 5A. This can be done either by transferring the credits obtained to the Bachelor's programme or by being admitted to years 2 or 3 of the Bachelor's course. Holders of awards at ISCED level 5B are not eligible to begin a Master's programme without first obtaining a Bachelor's degree.

Full-time **doctoral programmes** may last between 3 and 5 years and are predominantly based on research. Doctoral studies are also available on a part-time basis, lasting a minimum of four years and a maximum of eight years. The current Ph.D. regulations of the University of Malta allow applicants in possession of a Bachelor's degree classified at Second Class Upper Division to register for the Master of Philosophy degree. After not less than 15 months of full-time research, students' work may be assessed, and if considered to

have reached the Master's-level standard, they are allowed to transfer to the Doctor of Philosophy degree. This 15-month period is included in the duration of the doctoral programme. Students in possession of a Master's degree may be allowed to register directly for a Ph.D. degree.

The university is in the process of revising the official regulations governing the Doctor of Philosophy degree and it is planned that new regulations will be approved during the 2006/07 academic year.

Students registered for a doctorate generally do not enjoy any special status whereby they are regarded both as students and 'early stage' researchers, except in cases where their area of research falls within the scope of university research programmes, and they are employed to work on the research project as research assistants. Other doctoral students may be temporarily employed to give lectures or tutorials at first-cycle level. Part-time doctoral students normally have full-time employment, but not necessarily at the university.

On 20 January 2005, the University of Malta approved provisions for the award of **joint degrees** in conjunction with overseas

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universities. In such cases, agreements will be signed with each partner institution to offer programmes either partly at the University of Malta and partly at the other institution(s), or wholly at one of the participating universities. Students who successfully complete such courses will be awarded a joint degree as envisaged in the agreement.

ECTS has been implemented at the University of Malta since October 2003 on the basis of the General Regulations for University Undergraduate Awards. It is mandatory for all first- and second-cycle programmes (with the exception of Medicine and Dental Surgery at undergraduate level). ECTS is the only credit system used at the University of Malta, and is applied for both accumulation and transfer purposes. As doctoral programmes are based predominantly on research, the university has not considered awarding ECTS credits to students in these programmes.

The University of Malta has awarded the **Diploma Supplement** (DS) for the first time in December 2006. In 2006, the university set up a sub-committee comprising academic staff from various faculties, administrative staff and a student representative, to oversee its introduction. A pilot project for some first-

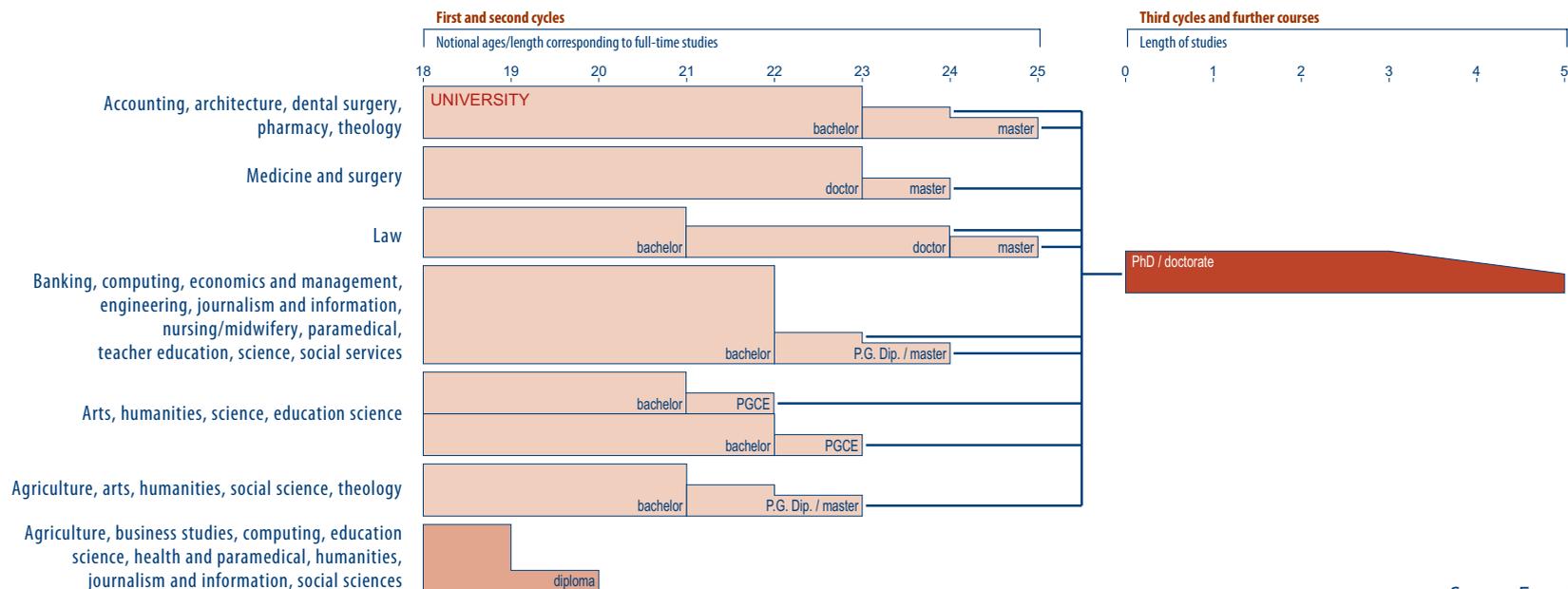
cycle Bachelor's programmes was undertaken. The Diploma Supplement is issued in English. It is automatically given to students with their original Diploma at a formal Graduation Ceremony and is free of charge. The issuing of the DS is not legally mandatory in Malta. Pending its introduction for all courses, students receive a detailed transcript of their academic record. Such transcripts include students' personal details, course of studies, duration, mode of attendance, areas of study, titles of modules taken, results obtained, participation in study periods abroad and final classification of the award.

As the three-cycle structure has been in use for many years and is not a recent innovation, **follow-up measures** are not required.

The University of Malta decided to implement ECTS largely on its own initiative and did not receive any specific incentives to implement it. The university has made use of its own human resources, by supporting its academic and administrative staff to attend seminars and workshops regarding ECTS both locally and abroad. Financial support was provided both by the university and the European Commission.

The lack of resources has hampered the early implementation of the DS. Moreover, the implementation of the DS will not only result in more costs for the university but may also mean a loss of income previously derived from issuing transcripts of academic records to students.

In October 2005, Parliament approved the Legal Notice establishing the Malta Qualifications Council (MQC). The MQC's main objective is to steer the development of the **National Qualifications Framework** for Lifelong Learning. The Council will also establish and maintain a qualifications framework for the development, accreditation and award of professional and vocational qualifications, other than degrees, based on standards of knowledge, skills, competences and attitudes to be acquired by students. At the beginning of November 2006, Malta launched a National Qualifications Framework consultation process, which will end in April 2007. In early 2007, the MQC will publish three policy documents on the proposed NQF. It is expected that by autumn 2007, Malta will officially launch its National Qualifications Framework aligned to the European Qualifications Framework.



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	• Selection procedure/limitation of places at institutional level
ISCED 5B (1st or 2nd programme)	Further qualification	■ Selection procedure/limitation of places at national/regional level

P.G. DIP. Postgraduate Diploma | PGCE Postgraduate Certificate of Education | PhD Doctor of philosophy

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Quality assurance for study programmes at the University of Malta is undertaken through the annual participation of **external examiners** (both visiting and non-visiting) in setting and correcting examination papers and dissertations of final-year students. They are also expected to report on the courses in general. External examiners from overseas institutions are always appointed as members of Boards of Examiners for doctorates, and they participate in the *viva voce* examination of the students.

Internal evaluation procedures are pursued by the Quality Assurance Committee set up in 1996 by the University of Malta. This Committee includes representatives from each faculty and from among the administrative staff, as well as from the Students' Representative Council. As from 2004/05, measures introduced by the Committee and approved by Senate include faculty internal audits. At this stage, the Audit Team includes a member of the Quality Assurance Committee, the Dean (or representative) of the faculty and an external auditor who will normally be an academic working in an overseas university and who is well acquainted with the Maltese academic scene.

The University of Malta is empowered by law to award diplomas and degrees, and **accreditation** by other bodies is not required.

No official decision has been taken yet regarding the establishment of an independent **quality assurance agency**. However, a National Commission for Higher Education was set up in October 2006, and one of its main tasks is to 'evaluate, approve, accredit, authorise and recognise systems and policies where the quality of the institutions and their programmes is assured'. In the meantime, the university has its own internal quality assurance procedures in place.

Malta participates in the European Association for Quality Assurance in Higher Education (**ENQA**) through the University of Malta Quality Assurance Committee and the Academic Audit Unit. The University of Malta has expressed an interest in joining ENQA.

In March 2007, Malta will also participate in the European Association for Quality Assurance in Vocational Education and Training (ENQA-VET) through the Malta Qualifications Council. In 2006, the Ministry of Education, Youth and

Employment nominated the MQC to represent Malta in ENQA-VET activities.

Legislation (Act No. XIII of 2006) has been enacted by Parliament so that, apart from the University of Malta, higher education institutions will also include the Malta College of Arts, Science and Technology (MCAST), which has merged various colleges for vocational and professional education and training. Currently, MCAST offers courses at ISCED 3 and ISCED 4. However, the development plan of the college envisages the provision of ISCED 5 courses. There is no definite indication regarding the types of programmes and date of implementation as yet.

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Legislative and/or official references

Date	Term in English	Term in national language
16 August 1988	Education Act (Cap. 327)	Att dwar l-Edukazzjoni (Kap. 327)
16 March 2004	Education Act (Cap. 327) – General Regulations for University Undergraduate Awards – Legal Notice 127 of 2004	Att dwar l-Edukazzjoni (Kap. 327) – Ir-Regolamenti Ġenerali għar-Rikonoxximenti Universitarji sa l-Ewwel Grad – Avviż Legali 127 ta' l-2004
28 October 2005	Employment and Training Services Act (Cap. 343) – Malta Qualifications Council Regulations, 2005 – Legal Notice 347 of 2005	Att dwar is-Servizzi ta' l-Impieg u Tahriġ (Kap. 343) – Regolamenti ta' l-2005 dwar il-Kunsill Malti għall-Kwalifiki – Avviż Legali 347 ta' l-2005
4 August 2006	Act No. XIII of 2006 – An Act to amend the Education Act Cap. 327	Att Nru XIII ta' 2006 – Att biex jemenda l-Att dwar l-Edukazzjoni, Kap. 327

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Higher education comprises higher professional education (HBO) and university education (WO), which have been governed by the Higher Education and Research Act since 1993. The act was amended in 2002, 2003 and 2004. It concerns all main aspects of the Bologna process (the degree structure, ECTS, the Diploma Supplement and quality assurance).

The Bachelor's/Master's structure came into effect following an amendment to the Higher Education Act in 2002, which led to a degree system with **three main cycles**. The universities converted most of their traditional single-cycle courses into Bachelor's and Master's courses in the 2002/03 academic year. The remainder were converted in 2003/04. Some courses (medicine, pharmacy and veterinary science) still exist in the old format but will be phased out towards 2008. The former (ISCED level 5A) courses (240 ECTS) at institutions for higher professional education (*Hogescholen*) were either ended or converted into Bachelor's programmes in 2002. The Minister of Education can facilitate the provision of Master's courses by these institutions as the need arises, and has done so recently in the area of healthcare.

It is possible to transfer from ISCED level 5B programmes to ISCED level 5A via an intermediate qualification called an associate degree (AD), implemented via pilot projects in 2006/07 by the *Hogescholen*. This two-year programme can be a separate ISCED 5B programme and is at the same time an integral part of a full Bachelor's ISCED 5A programme, thus enabling students in a short programme to progress from the ISCED 5B programme (120 ECTS credits) to the ISCED 5A Bachelor's programme (240 ECTS credits in total).

The old ISCED 5B programmes (lasting one to three years within *Hogescholen*), which are being phased out, do not give access to an ISCED 5A programme for progression.

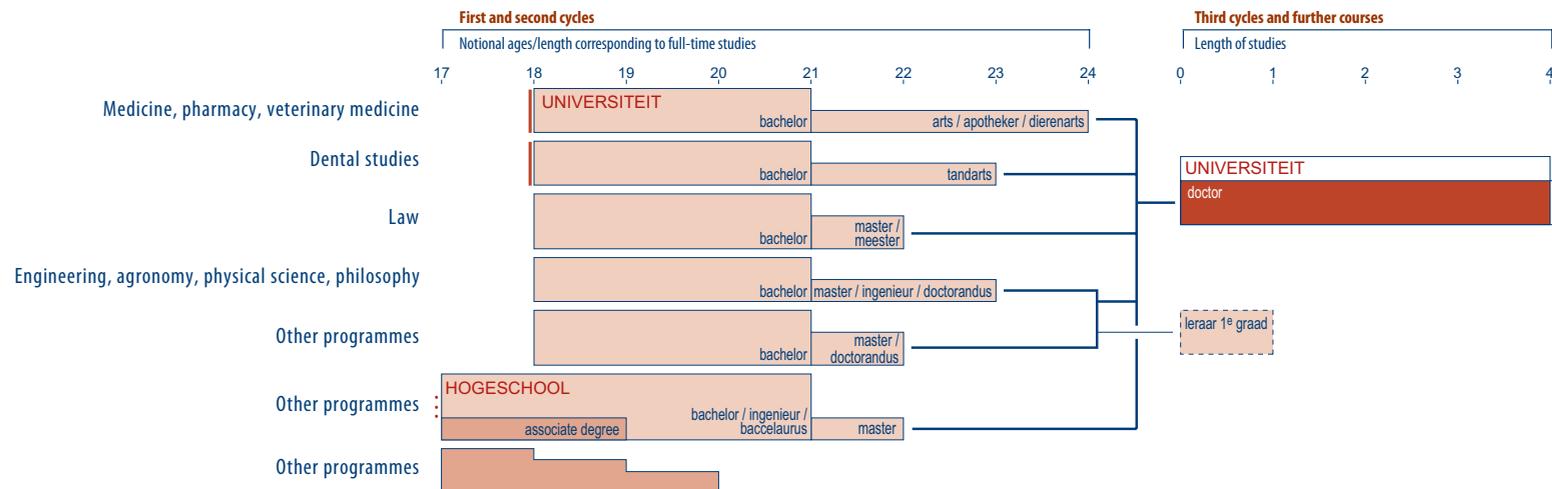
Doctoral programmes can be accessed after the completion of a Master's degree or an equivalent title. Though a Master's is required, any student may be admitted to doctorate training at a professor's discretion. Students may be admitted to doctoral programmes after completing a Bachelor's degree, but this occurs very rarely. Doctoral (PhD) students conduct scholarly or scientific research generally leading to a thesis or dissertation (*dissertatie*). Research training is undertaken at the same time as individual research. The

doctoral programme lasts at least four years. A doctorate may be obtained from a university as well as from the *Open Universiteit* (Open University). Research schools, which are embedded in universities, are national and international centres for high-quality research in a particular field or in a multidisciplinary context. They offer research posts to talented research assistants and provide a guaranteed level of supervision and tuition for doctoral studies. Candidates are expected to obtain a doctorate at the end of their training.

In general, those working on a doctorate are regarded as 'early stage' researchers, especially those employed in the context of a research school.

The current law does not provide for international **joint** or **double degrees**. These degrees are, however, provided for in the newly proposed law (sent to parliament in June 2006).

A **National Qualifications Framework** for higher education (*Nederlands Kwalificatie Raamwerk Hoger Onderwijs*) is in the process of being adopted. The preparatory work on this has started in 2006 and might well be completed in 2007.



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure/limitation of places at institutional level
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places at national/regional level

In addition to institutions shown in the diagram, there are a number of non-government-funded private higher education institutions (*aangewezen instellingen*) that award qualifications equivalent to those awarded by government-funded higher education institutions.

Students awarded a *bachelor* qualification by a *Hogeschool* may move on to a research university *master*, either directly or via a bridging programme, depending on the arrangement between the *Hogeschool* and research university concerned.

Since 2006/07, a two-year programme (leading to an associate degree) has become part of the ISCED 5B Bachelor programmes offered at *Hogeschool*.

The ISCED 5B programmes offered at *Hogeschool* will be phased out by 31 December 2007.

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The 2002 amendment to the Higher Education Act introduced a Dutch credit system similar to **ECTS** (with 60 study points a year), which replaced the former 42-credit system. ECTS has been implemented on a mandatory basis for the accumulation and transfer of credits since the 2002/03 academic year, and concerns all study programmes and all students at Bachelor's and Master's level. The 2002 amendment defined 60 credits by law as a workload of 1 680 hours.

The use of the **Diploma Supplement** (DS) has been mandatory since 1 March 2005. Many institutions have introduced or are introducing it. Where introduced, it is issued automatically and free of charge to all students in Dutch or English. Institutions are encouraged to use the EU/CoE/UNESCO-format, but current practice is that institutions use an adapted, often simplified version of this format. It is expected that in 2009, 100 percent of the students (bachelor and master) will receive a Diploma Supplement automatically, free of charge, in English and corresponding to the EU/CoE/UNESCO format.

Since the three-cycle system is nearly fully embedded and the credit system compatible with ECTS has been fully implemented,

neither incentives nor control measures are required. The use of the Diploma Supplement is being promoted extensively by Bologna promoters, student organisations, the government and the NUFFIC (the Dutch ENIC/NARIC), but **special incentives and control measures** for the institutions to fully implement it do not exist.

In order to guarantee **quality assurance** of Bachelor's and Master's programmes, the Netherlands Accreditation Organisation (NAO), established by law in 2002, assesses courses at colleges and universities. In 2003, a treaty between the Netherlands and the Flemish Community of Belgium established the NAO as a supranational organisation in the two countries. By the end of 2004, the treaty was ratified, and since then the organisation has been known as the *Nederlands-Vlaamse Accreditatie Organisatie* (NVAO, or Dutch-Flemish Accreditation Organisation).

The examination regulations (*Onderwijs- en Examenregeling*) of each higher education programme or group of programmes is available (according to the law) at institutions (and relates to programmes), and for all students, usually via the website. Since early nineties the regulation is in practice as well as

the information on programmes and awards and the student assessment criteria.

Also in 2002, at the same time as the the task of overseeing the **external evaluation** of study programmes was transferred from the Inspectorate (responsible for the education system in general) to the newly established NVAO in 2003. Its board members are appointed by the governments of the Netherlands and the Flemish Community of Belgium. One student is involved as a board member. Students are also represented in the advisory council of the NVAO.

It is good practice for academic communities to be consulted before the government appoints board members. The NVAO accredits programmes if the external evaluation is carried out according to the established protocol and if the assessment is positive. This assessment is independent.

Accreditation applies both to existing and new programmes.

In order to be included in CROHO (*Centraal Register Opleidingen Hoger Onderwijs*, or Central Register of Programmes in Higher Education), Bachelor's and Master's programmes are subjected to a test for new

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programmes. The NVAO confirms jointly with CROHO that the programme is indeed new, and that it has neither been registered, nor has had its registration withheld in the past.

The NVAO is entrusted by law to accredit all existing Bachelor's and Master's degree programmes and to validate new study programmes provided by government-funded higher education institutions as well as institutions approved (but not funded) by the Dutch government. Institutions excluded from government funding or approval can apply for accreditation of post-initial Master's degree programmes. Government-funded and approved higher education institutions can also apply for accreditation of post-initial Master's degree programmes.

Criteria and procedures are publicly available at www.nvao.net.

The NVAO bases its judgement on external validation, carried out by validation/evaluation organisations such as the QANU (Quality Assurance Netherlands Universities), the NQA (Netherlands Quality Agency) and Hobéon Certificering bv.

External quality assurance is organised by the *Visiterende en Beoordelende Instanties* (VBIs,

Visiting and Assessing Institutions) and is complementary to internal quality assurance. Each external peer review is preceded by internal evaluations.

The *Visitatiecommissies* (external peer review committees) investigate all courses and research programmes in all Dutch universities. They report publicly on their conclusions and give recommendations. All courses are assessed once every six years and research programmes once every five years. The committees consist of a number of experts in the field concerned, who assess the content of the field of study and the educational aspects; each committee includes a student member as well. Foreign experts are compulsory or recommended, depending on the type of programme. For research programmes, it is up to the universities to respond to the outcome of the external peer reviews. For educational programmes, the NVAO decides on accreditation based on the outcome of the peer review.

Since 2003, the NVAO checks whether the external assessments of the VBIs meet certain quality prerequisites. The NVAO compiles an annual list of organisations which satisfy the criteria for carrying out assessments.

According to the law, both the reports by the *Visitatiecommissies* as well as the accreditation reports must be made public. The results of the external peer reviews are published and are available on websites. Positive accreditation judgements are published by the NVAO and are available on their website.

In addition, universities and institutions for higher professional education have a great deal of freedom to organise their own system of quality assurance. All universities are involved in the individual quality assurance (consisting of external and internal evaluations) of their own education and research.

It is mandatory for students to be members of the education committees for each programme. Their involvement in internal evaluation is at the institution's discretion.

The QANU and the NQA, along with the Inspectorate, have been full members of the European Association for Quality Assurance in Higher Education (**ENQA**) since 2000. The NVAO has been a full member since 2003. The predecessors of the QANU and NQA, VSNU and HBO-raad, were, like the Inspectorate, members of ENQA since its origin.

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The NVAO is also a member of the European Consortium for Accreditation (ECA). All the above-mentioned organisations are also members of INQAHEE (the International

Network for Quality Assurance Agencies in Higher Education).

The NVAO will submit itself to peer review, which is scheduled for 2007.

Legislative and/or official references

Date	Term in English	Term in national language
Act adopted 8 October 1992 Implemented from 1 September 1993 (amended in 2002, 2003 and 2004)	Higher Education and Research Act	<i>Wet op het hoger onderwijs en wetenschappelijk onderzoek, WHW</i>
New legislative proposal sent to parliament on 8 June 2006	(New) Higher Education and Research Act	<i>Wet op het hoger onderwijs en wetenschappelijk onderzoek, WHOO</i>

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Most provisions of the Bologna Declaration (regarding the introduction of the three-cycle structure, ECTS and the DS, as well as measures favouring quality assurance in higher education) have been incorporated in the general reform of higher education referred to as the Quality Reform (*Kvalitetsreformen*), which was fully implemented from the 2003 autumn term. The most recent legislation governing higher education is the revised higher education act adopted in April 2005.

A **three-cycle structure** already existed before the Bologna Process, but the three-cycle structure consisting of Bachelor's, Master's and doctoral studies was introduced following the adoption of the Quality Reform, from the academic year 2003/04. Since then, all higher education institutions have been required to incorporate it.

During a transition period up to 2007, both the old and new structures will coexist. A limited number of study programmes (medicine, psychology and veterinary science) are offered as long-cycle studies and are therefore exempt from the Bologna model.

There are no ISCED 5B programmes offered in any HEIs.

With the adoption of the Quality Reform, the Ph.D. degree replaced 15 previous doctoral degrees building on structured study programmes. The **doctoral courses** correspond to three years of full-time work. They can only be accessed after the completion of the second cycle. Taught courses are part of the doctoral phase. The time spent on taught courses differs from institution to institution but, as a general rule, it amounts to one semester.

There is also a possibility to obtain a separate doctoral degree, *doctor philosophiae*, on the basis of individual research.

Students in doctoral programmes are not regarded as students but as 'early stage researchers'. They are employees, usually on four-year contracts, of which three of the four years are spent on research for the doctoral degree. During the fourth year, they work for the higher education institution where they are employed (giving lectures, etc.).

The above-mentioned April 2005 Act and regulations adopted in September 2005 provide for international **joint degrees**.

A **National Qualifications Framework** for higher education has not been adopted

yet. However, a working group appointed by the Ministry of Education and Research in 2005 has submitted a proposal which will be circulated for consultation to a wide range of stakeholders.

ECTS credits were first introduced in 2001 and were fully implemented following the Quality Reform in 2003. It is used for credit transfer and accumulation.

The **Diploma Supplement** (DS) was introduced as part of the Quality Reform and was fully implemented in 2002. All higher education institutions are obliged to issue it for all programmes automatically to all students. It is available free of charge and only in English.

Financial **incentives** were used by the government to support the implementation of the Quality Reform, including the new three-cycle structure, ECTS credits and the DS. The total framework allocation for higher education was permanently increased by NOK 1 144 billion (approximately 143 billion euros) for this purpose.

An **evaluation** of the Quality Reform has been commissioned by the Research Council of Norway on behalf of the Ministry of Education and Research. The final report,

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published in January 2007, shows that the reform has generally been successful in improving learning conditions for students, but that the goals with regard to increased internationalisation have as yet not been reached.

The Ministry remains informed about developments in the sector through annual budget reports from the higher education institutions and through annual governance meetings with the institutions.

The **Norwegian Agency for Quality Assurance in Education** (*Nasjonalt organ for kvalitet i utdanningen*, or NOKUT) was established by law in 2002. It is an independent government body, which began its work in January 2003. Its role is to supervise and develop the **quality of higher education** at national level through evaluation, accreditation and recognition of institutions and course provision. NOKUT is governed by a board, which has overall responsibility for Agency activities and decisions. The board is appointed for a period of four years and consists of eight members, including one student. Student members are appointed for two years. At present, one of NOKUT's board members is from Denmark,

in keeping with Norway's attempt to include an international member on the board at all times. All evaluation panels have a student representative. At least one of the experts on the evaluation panels comes from another country, which for linguistic reasons is usually one of the other Nordic countries. The Agency evaluates and passes judgement on the internal quality assurance systems of institutions by means of quality audits carried out on all accredited institutions in regular cycles. In addition to providing a control mechanism, audits should be conducive to quality development. Another task is to make all accreditation decisions concerning higher education that go beyond the self-accrediting powers of institutions. These decisions cannot be modified by any other authority. The Agency also carries out evaluations for the purpose of revising specific accreditations. Any institution can have accreditations revoked or suspended – for the entire institution as such, or for individual programmes – following a negative assessment in this type of evaluation. The evaluations and accreditations are conducted by experts appointed by NOKUT. Finally, the Agency carries out other types of evaluation for the general purpose of

investigating, assessing and developing the quality of higher education in Norway. The Ministry may instruct NOKUT to undertake such evaluations.

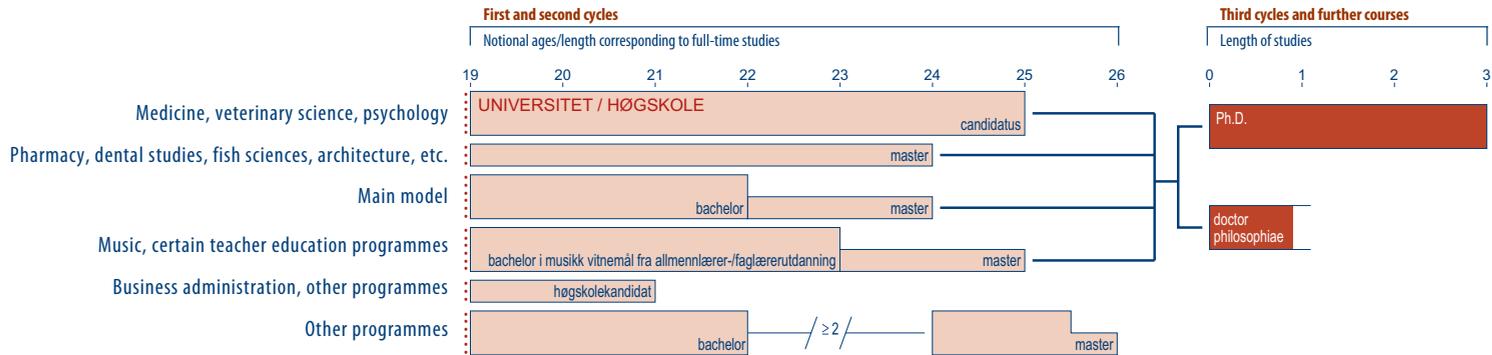
All material connected with evaluations and accreditations, such as the appointment of experts, institutional applications, the experts' report and NOKUT's decisions, is made public.

In the Norwegian system, **accreditation** entails a professional assessment of whether a higher education institution and the programmes it provides fulfil a given set of standards. As from January 2003, accreditation is mandatory and universal for all formally recognised higher education. Accreditation is not limited to a specified period of time, but is considered valid until explicitly revoked, following an assessment aimed at revising previous accreditation. The system is a combination of institutional and programme accreditation. Standards concerning institutional accreditation are set in regulations fixed by the Ministry of Education and Research. Further criteria for institutions and standards and criteria for programmes are set by NOKUT.

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HIGHER EDUCATION STRUCTURE

2006/07



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	⋮ Selection procedure/limitation of places at institutional level	/ n / Compulsory work experience + its duration
ISCED 5B (1st or 2nd programme)	Further qualification	▮ Selection procedure/limitation of places at national/regional level	

Ph.D. *Doktor philosophiae/Philosophiae Doktor*

Only the new system is shown in the diagram. Higher education is at present in a transitional phase in which two systems will coexist until 2007.

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Institutions are accredited in the three different categories of 'university', 'specialised university institution' and 'university college'. An institution's right to offer (new programmes of) higher education without specific programme accreditation is dependent on its category. The universities have full autonomy and may accredit any type of programme without applying to either the Ministry or NOKUT. The specialised university institutions have basically the same rights as the universities in the fields in which they have the right to award doctoral degrees. If they want to extend their programmes to new fields beyond the Bachelor level, they must present the new provision for accreditation. University colleges have the right to offer any provision at Bachelor's level without any further accreditation process. In fields in which they have been accredited to offer doctoral degree programmes, they have the right to establish new Master's programmes without any further process of accreditation by NOKUT. All other new programmes have to be accredited by NOKUT.

Private higher education institutions were not considered accredited institutions as such at the time of NOKUT's establishment, because of

the former system of programme accreditation for private institutions. These institutions thus have to apply for institutional accreditation in any of the three categories in order to obtain the same rights as state institutions. A precondition for accreditation is that the institution must have a satisfactory internal quality assurance system. If an institution which applies for institutional accreditation does not have an approved system, NOKUT will start the accreditation process by evaluating it. In such cases, two expert panels are involved, each with four or five experts, and the whole process takes about ten to twelve months.

Programme accreditation may be obtained for specific courses or programmes that the institution is not institutionally accredited to provide. There are standards and criteria for all three main levels – Bachelor's, Master's, and Ph.D. – and for short-cycle higher education (two-year) degrees. Some professional education programmes are regulated by national curriculum regulations that serve as additional standards. Private institutions without institutional accreditation will have to apply for accreditation separately for every course or programme they wish to offer, also at the Bachelor level.

At the time of NOKUT's establishment, all state-owned higher education institutions were considered as accredited. NOKUT will conduct cyclical evaluations of all accredited institutions every six years in order to establish whether their internal quality assurance systems are satisfactory.

From 1 August 2005, all higher education institutions offering accredited education are obliged to have an internal quality assurance system. The institutions are required to document their quality assurance work and demonstrate that their systems can uncover instances where quality is weak. The systems must include routines for student evaluation of teaching, institutional self-evaluation and the follow-up of evaluations, and documentation of the institution's development of the learning environment, as well as routines that ensure the continuous development of quality assurance. External evaluations are preceded by internal assessments (self-evaluation).

NOKUT has been a full member of the European Association for Quality Assurance in Higher Education (**ENQA**) since 2003. It has also been a member of the Nordic Quality Assurance Network in Higher Education (NOQA) since 2003, the European Consortium

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for Accreditation (ECA) since 2003 and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) since 2003/04. In addition, the agency signed bilateral agreements with the Spanish Quality Assurance Agency (ANECA) in 2003 and the South African quality assurance agency, known

as the Higher Education Quality Committee (HEQC), in 2005.

NOKUT will be subjected to external evaluation in 2007 in accordance with the European Standards and Guidelines for quality assurance adopted by the Bergen Ministerial Conference.

Legislative and/or official references

Date	Term in English	Term in national language
1 April 2005	Act No. 15 relating to Universities and University Colleges	LOV 2005-04-01 nr 15: Lov om universiteter og høyskoler
8 September 2005	Regulation No. 1040 relating to Accreditation, Evaluation and Recognition under the Act relating to Universities and University Colleges	FOR 2005-09-08 nr 1040: Forskrift om akkreditering, evaluering og godkjenning etter lov om universiteter og høyskoler
16 December 2005	Regulation No. 1574 relating to Degrees and Professional Training Courses, Protected Title and Normal Study Periods at Universities and University Colleges	FOR 2005-12-16 nr 1574: Forskrift om grader og yrkesutdanninger, beskyttet tittel og normert studietid ved universiteter og høyskoler

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Higher education is governed by the 2005 Law on Higher Education (LoHE), which applies to public and non-public university-type and non-university higher education institutions, and by regulations adopted on its basis. Regulations adopted on the basis of the Acts concerning higher education repealed by LoHE remain in force until the entry into force of regulations issued on the basis of LoHE. LoHE 2005 provides for first-cycle programmes leading to the Bachelor's degree (*licencjat* or *inżynier*) (ISCED 5A), both long-cycle and second-cycle programmes leading to the Master's degree (*magister* or an equivalent degree) (ISCED 5A), and doctoral programmes (ISCED 6) in higher education institutions. Doctoral programmes offered in research institutions other than higher education institutions are subject to provisions of the 2003 Act on Academic Degrees and Title and Arts Degrees and Title. More detailed arrangements for doctoral programmes at both higher education and other research institutions are included in the 2005 Regulation of the Minister of National Education and Sport on the requirements and procedures for the organisation of doctoral programmes and for the award of doctoral scholarships. Finally, three-year programmes

leading to a diploma in teacher training colleges and foreign language teacher training colleges, classified as tertiary programmes (ISCED 5B) for the purpose of international comparisons but not recognised as higher education in the national legislation, are provided on the basis of the 1991 Act on the Education System and the 1997 Regulation of the Minister of National Education on initial teacher training institutions.

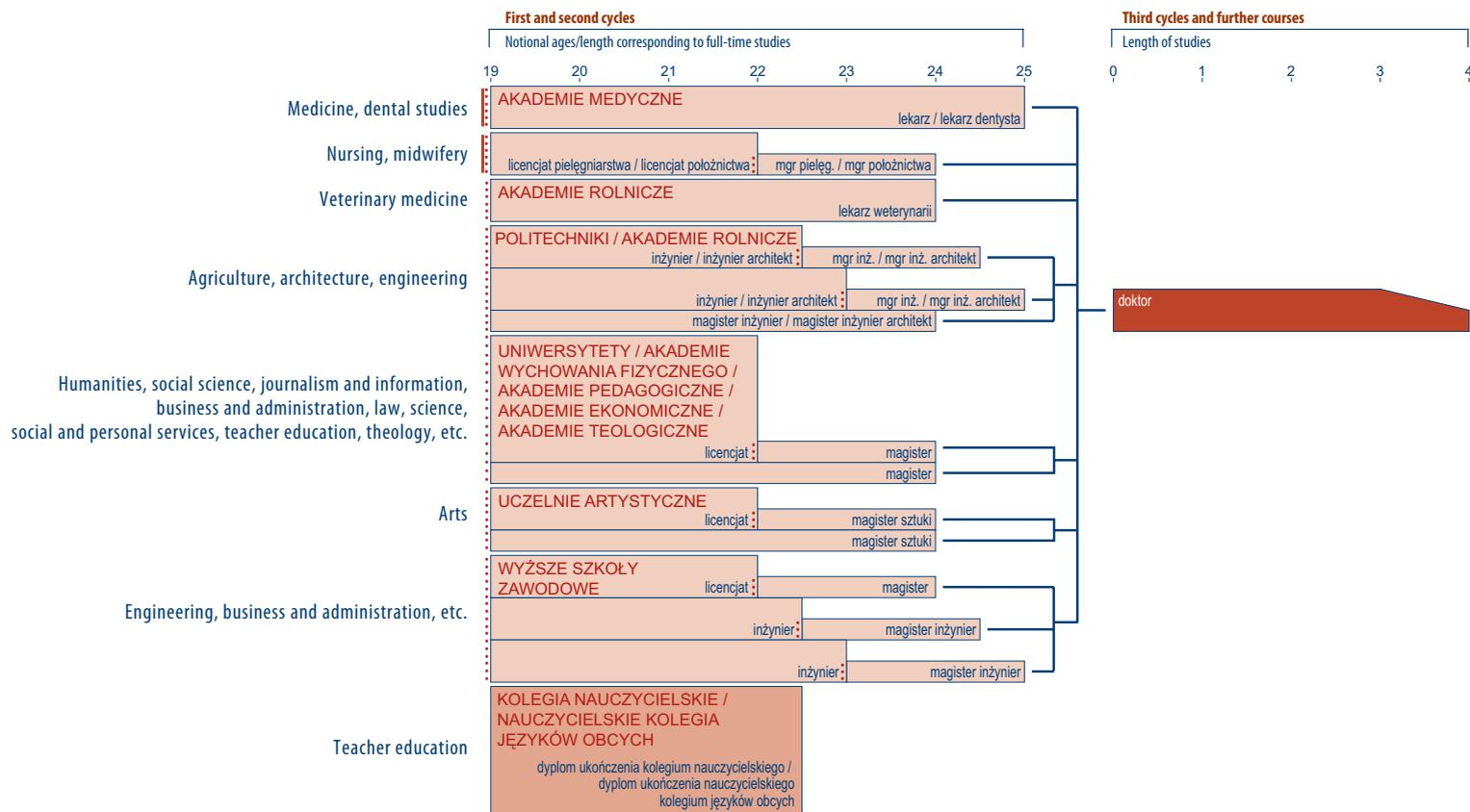
Bachelor's degree programmes and second-cycle Master's degree programmes have been provided as an alternative to long-cycle Master's degree programmes by a number of higher education institutions at their own discretion since the early 1990s.

LoHE 2005 provides a basis for a **three-cycle structure** of programmes in the higher education institutions concerned, but does not require them to introduce it. However, all institutions concerned will be required to have a two-cycle structure in compliance with the 2006 Regulation of the Minister of Science and Higher Education on the names of fields of study which entered into force on 1 October 2006. In accordance with the regulation, all programmes in 101 of 118 existing fields of study will be provided only as two-cycle

programmes, thus replacing any long-cycle Master's degree programmes still in place. Programmes in four of the remaining 17 fields, i.e. Cosmetology, Dentistry Techniques, Medical Rescue and Social Work, will be provided only as first-cycle programmes. Programmes in 11 fields, including Acting, Art Conservation and Restoration, Canon Law, Dentistry, Law, Medical Analysis, Medicine, Moving Image Production and Photography, Pharmacy, Psychology and Veterinary Medicine, will be provided only as long-cycle Master's programmes. Finally, programmes in the fields of Theology and Directing will be provided either as two-cycle programmes or as long-cycle Master's degree programmes. These arrangements are applicable to programmes commencing in the academic year 2007/08.

At present, two-cycle programmes coexist with long-cycle programmes. The introduction of two-cycle programmes has been accelerated by the Bologna Process. As a result, a large proportion of institutions already have two-cycle programmes in at least some of their fields of study. Progress in this area varies depending on the types of institutions and fields of study.

Students of diploma programmes (ISCED 5B) in colleges may complement their study



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	••• Selection procedure/limitation of places at institutional level
ISCED 5B (1st or 2nd programme)	Further qualification	█ Selection procedure/limitation of places at national/regional level

Mgr inż. *Magister inżynier* Mgr pielęgn. *Magister pielęgniarstwa* Mgr inż. architekt *Magister inżynier architekt* Mgr położnictwa *Magister położnictwa*

The 73 HEIs providing ISCED 6 programmes (doctorates) include: public HEIs (*uniwersytety, politechniki, akademie rolnicze, akademie ekonomiczne, akademie pedagogiczne, akademie wychowania fizycznego, akademie medyczne, uczelnie wojskowe, Katolicki Uniwersytet Lubelski and Papieska Akademia Teologiczna w Krakowie*), and 5 non-public HEIs (*Wyższa Szkoła Humanistyczna im. prof. A. Gięsztor, Szkoła Wyższa Psychologii Społecznej, Wyższa Szkoła Przedsiębiorczości i Zarządzania im. L. Koźmińskiego, Papieski Wydział Teologiczny im. Św. J. Chrzyciela w Warszawie and Papieski Wydział Teologiczny we Wrocławiu*).

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programme and, upon passing a relevant examination, be awarded a Bachelor's (*licencjat*) degree by a higher education institution supervising their college.

Doctoral programmes are provided as full-time and part-time programmes by units of higher education institutions authorised to confer either the post-doctoral degree of Habilitated Doctor (*doktor habilitowany*) or the doctoral degree (*doktor*) in at least two different disciplines of a given area of science, as well as by research units of the Polish Academy of Sciences and research and development units which are authorised to confer the degree of Habilitated Doctor. Such authorisations are granted by the Central Commission for Academic Degrees and Titles on the basis of the quality of research and the number of staff holding the academic title of Professor (*profesor*) or the academic degree of Habilitated Doctor.

Access to doctoral programmes is open only to holders of a Master's degree or an equivalent degree. Doctoral programmes last between three and four years in line with the recent Bologna recommendation, the predominant model being a four-year programme. The maximum four-year duration may be extended

in specified cases (e.g. maternity leave or long-term illness). Curricula for doctoral programmes, which comprise courses attended by students in parallel to individual research, are adopted by the boards of the units concerned and approved by the authorities of the institution. Curricula in both higher education and research institutions must specify the number of compulsory course hours to be attended, coursework to be completed and examinations to be passed in each year of study. In addition, doctoral students in higher education institutions are required to teach courses (for a maximum of 90 hours) as part of their practical training.

Doctoral students are entitled to social security and health insurance, and to the same forms of financial support as Bachelor's and Master's students. Full-time students may be awarded a tax-exempt doctoral scholarship. Part-time students may take up work on the basis of employment contracts during their studies. When graduates with a doctoral degree take up employment upon completion of their studies, the period of their studies, though not more than four years, is included in the period of service which determines various employee

entitlements (e.g. salary level or duration of holiday).

LoHE 2005 provides a legal basis for the award of **joint diplomas** confirming the completion of Bachelor's degree and Master's degree (both long- and second-cycle) programmes offered jointly by various – including foreign – higher education institutions and other academic or research institutions. No such regulations have been adopted for doctoral programmes.

A **National Qualifications Framework** for higher education is currently being developed by a task force, established by the Ministry of Science and Higher Education.

ECTS has been introduced voluntarily by higher education institutions since the mid- 1990s. Efforts in this area have focused so far on Bachelor's and Master's degree programmes. Public university-type higher education institutions are the most advanced in the introduction of ECTS, which is used by an overwhelming majority in all or more than half of their fields of study. While progress was more limited in public non-university and non-public institutions several years ago, the number of those which introduce ECTS is growing each year. At present, ECTS is used

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for the transfer of credits by a large number of institutions, and experienced institutions also use it as an accumulation system. In October 2006, the Minister of Science and Higher Education adopted the Regulation on the requirements and procedures for the transfer of student achievements, whereby all institutions will be required to use ECTS for both credit transfer and accumulation in their Bachelor's and Master's degree programmes. The Regulation will enter into force on 1 January 2007.

As from 1 January 2005, all higher education institutions issue a **Diploma Supplement** (DS) for all graduates of Bachelor's degree and Master's degree (both long- and second-cycle) programmes. They are required to do so on the basis of the 2004 Regulation of the Minister of National Education and Sport on the types of diplomas, degrees and diploma specimens awarded by higher education institutions. The DS is issued free of charge, automatically in Polish and on request in English (until January 2007 – also in French, German, Spanish or Russian). There is no legal basis for issuing the DS to graduates of doctoral programmes, and doctoral programmes have not been

specifically targeted by promotional activities in this area.

In order to follow up and support the introduction of the three-cycle structure, ECTS and the DS, the Ministry of Education established the Bologna Promoters Team in 2004. Assisted by the Ministry and the National Socrates Agency, the Bologna Promoters offer various counselling services during training seminars and promotional events organised across the country, as well as in response to individual queries. Compliance with the Regulation concerning the DS is verified by the State Accreditation Committee as part of external quality assessment during site visits to higher education institutions. The same administrative procedure will be applied with regard to the recently adopted regulations concerning two-cycle programmes and ECTS. No special financial incentives for higher education institutions have been introduced by national authorities.

The body responsible for **external quality assurance** is the State Accreditation Committee (SAC) (*Państwowa Komisja Akredytacyjna*), an independent national agency established in January 2002 on the basis of the amended 1990 Higher Education Act and currently

operating on the basis of LoHE 2005. Its members are appointed by the minister responsible for higher education from among candidates proposed by the General Council for Higher Education, the conferences of rectors of university-type and non-university higher education institutions, the Students' Parliament of the Republic of Poland, senates of higher education institutions, as well as national academic associations and employers' organisations. Students are represented on the SAC by the President of the Students' Parliament who is by virtue of law a member of the SAC as well as the SAC Presidium, its decision-making body, and thus has full voting rights. The responsibilities of the SAC are defined in LoHE 2005. Its organisational and operational arrangements as well as its procedures for quality evaluation are laid down in the statutes and resolutions adopted by the SAC and are published on its website.

The primary responsibilities of the SAC include: 1) assessing the quality of education in fields of study, including compliance with the requirements for the provision of degree programmes; 2) reviewing applications for the establishment of higher education institutions; and 3) reviewing applications of higher

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education institutions for the authorisation to provide degree programmes in a given field and at a given level of study. The SAC's opinions and evaluations are submitted to the minister responsible for higher education. As part of its responsibilities in the area of **quality evaluation**, the SAC has adopted and published evaluation criteria and procedures, including guidelines for self-evaluation reports to be drawn up by higher education institutions and rules for conducting site visits in higher education institutions. Degree programmes to be assessed in individual institutions are identified by the SAC on an annual basis. For example, the evaluations in 2005 covered degree programmes in the field of economics in 27 institutions, mechanical engineering in 24 institutions, sociology in 9 institutions, design in 7 institutions, etc. In justified cases, the minister responsible for higher education may also request the SAC to assess the quality of education in a specific institution.

Evaluation is conducted by a team composed of SAC members and SAC-appointed experts. In addition, the team may include student representatives appointed by the President of the Students' Parliament, and

representatives of an employers' organisation, as well as academic teachers from foreign higher education institutions. The evaluation procedure includes: 1) a self-evaluation summarised in a report by the institution concerned; 2) a site visit; 3) a preliminary evaluation, i.e. a report drafted by the team and provided to the institution for comments; and 4) the SAC's final decision. Grades given on the basis of the evaluation (outstanding, positive, conditional approval, negative) are published on the SAC website. Degree programmes which have received an outstanding or positive grade are assessed again after 5 years, unless there are reasons justifying another evaluation at an earlier date. If a programme is granted conditional approval, SAC recommendations must be implemented by the institution concerned within a specified time limit, and another site visit may be undertaken. Where a negative evaluation is given, the minister responsible for higher education withdraws or suspends the authorisation of the institution concerned to provide a given degree programme.

The State Accreditation Committee cooperates with national and international organisations involved in the evaluation of the quality of

education and accreditation. Cooperation arrangements do not yet include peer reviews conducted by other quality assurance agencies. The committee was granted 'provisional membership status' by the European Association for Quality Assurance in Higher Education (**ENQA**) in 2003. However, because of a subsequent change in ENQA procedures, it will reapply for membership at the beginning of 2007. The committee is a member of the European Consortium for Accreditation in Higher Education (ECA) and the Network of Central and Eastern European Quality Assurance Agencies in Higher Education (CEE Network).

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Legislative and/or official references

Date	Term in English	Term in national language
7 September 1991	Act on the Education System	Ustawa o systemie oświaty
12 August 1997	Regulation of the Minister of National Education on initial teacher training institutions	Rozporządzenie Ministra Edukacji Narodowej w sprawie zakładów kształcenia nauczycieli
14 March 2003	Act on Academic Degrees and Titles and Arts Degrees and Titles	Ustawa o stopniach naukowych i tytule naukowym oraz o stopniach i tytule w zakresie sztuki
23 July 2004	Regulation of the Minister of National Education and Sport on the types of diplomas, degrees and diploma specimens awarded by higher education institutions	Rozporządzenie Ministra Edukacji Narodowej i Sportu w sprawie rodzajów dyplomów i tytułów zawodowych oraz wzorów dyplomów wydawanych przez uczelnie
25 May 2005	Regulation of the Minister of National Education and Sport on the requirements and procedures for the organisation and provision of doctoral programmes, and for the award of doctoral scholarships	Rozporządzenie Ministra Edukacji Narodowej i Sportu w sprawie warunków i trybu organizowania, prowadzenia i odbywania studiów doktoranckich oraz przyznawania i zwrotu stypendiów doktoranckich
27 July 2005	Act of 27 July 2005 – Law on Higher Education	Ustawa z dnia 27 lipca 2005 – Prawo o szkolnictwie wyższym
13 June 2006	Regulation of the Minister of Science and Higher Education on the names of fields of study	Rozporządzenie Ministra Nauki i Szkolnictwa Wyższego w sprawie nazw kierunków studiów
3 October 2006	Regulation of the Minister of Science and Higher Education on the requirements and procedures for the transfer of student achievements	Rozporządzenie Ministra Nauki i Szkolnictwa Wyższego w sprawie warunków i trybu przenoszenia osiągnięć studenta
2 November 2006	Regulation on the documentation of study progress	Rozporządzenie Ministra Nauki i Szkolnictwa Wyższego w sprawie dokumentacji przebiegu studiów

PORTUGAL

The main developments linked to the Bologna Process are specified in the recent legislation approved and published in 2005 and 2006. The alteration of the comprehensive law on the education system in August 2005, followed by a decree-law in March 2006, was aimed at adapting the system to the Bologna Principles by the approval of the juridical regime of higher education degrees and diplomas; the organisation of higher education into three cycles; the differentiation of objectives between the polytechnic and university subsystems; and the adoption of ECTS and a national accreditation system, which encompasses every higher education institution and every cycle of studies with a view to verifying the fulfilment of the requirements for its creation and operation.

Following this decree-law, an extensive national process was initiated to verify the adequacy of **degree programmes** with respect to the Bologna Process.

More than 900 initial education and training degree programmes became operational in 2006/07, according to the Bologna Principles. The enrolment of students in the new structure started in the 2006/07 academic year. The old structure still exists during a transitional

period, and students may choose to finish their programmes according to the old structure, but only until the 2008/09 academic year.

The whole process should be concluded by 2009. Long studies are still provided in some fields of study, namely specific courses that have been regulated by Community coordination standards, such as medicine, architecture, dental studies, veterinary medicine, theology and pharmacy.

Doctorates are regulated by the 2006 decree-law. There are doctoral programmes as recommended in the Bergen Communiqué, and it is expected that their numbers will grow in the near future. Their minimum duration is three years.

It is possible to embark on a doctorate after obtaining a first-cycle ISCED 5A (*licenciado*) qualification; this depends, however, on a case-by-case analysis of the curriculum.

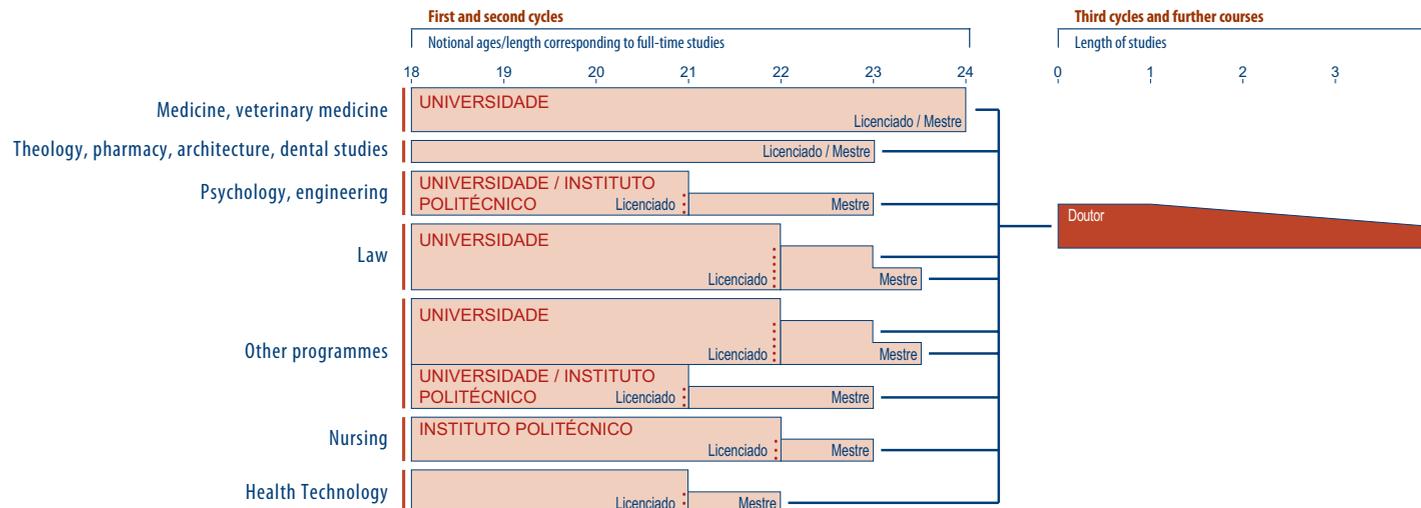
In general, the new doctoral programmes include taught courses in addition to individual research, but in some cases only individual research is possible. Research training occurs before individual research.

Doctoral students may be assistant lecturers at a university and have a contract with the institution itself, covering social security, tax deductions, etc.

If not, they are considered as students and are paid through grants or research contracts (fellows) with social security coverage.

All ISCED 5B qualifications have been abolished since the 2006 degree-law. Study programmes of a professional nature (polytechnic education) give now access to study programmes of a more theoretical nature (university education).

The 2006 decree-law foresees that higher education institutions may associate with other national or foreign higher education institutions for the realisation of study cycles that lead to the award of **joint degrees** and diplomas. Until now, such joint degrees have not been established. Additionally, within the scope of the changes introduced by law in 2005 and with the aim of promoting equal opportunities for access to higher education, the 2006 decree-law also aims at improving the attendance and completion of courses in higher education, and at reaching new types of public in a perspective of lifelong learning.



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure/limitation of places at institutional level
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places at national/regional level

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The **National Qualifications Framework** was adopted for Bachelor's, Master's and doctoral degrees (*licenciado, mestre and doutor*). It is aligned with the overarching framework of EHEA qualifications. The national framework should be implemented by the 2009 academic year to all cycles of studies defined by the above-mentioned legal diplomas.

As regards the introduction of **ECTS**, a decree-law was approved in February 2005, establishing that from 2006/07 onwards, all study programmes must introduce this credit system, although several institutions had already introduced it. Once completely implemented, ECTS will be used for all three cycles for transfer and accumulation. No other credit system exists at national level alongside the ECTS system.

The same decree-law also introduces the **Diploma Supplement** (DS), which is consistent with the European model. It has been issued automatically to all students free of charge in Portuguese and English, for all three cycles since 2007.

No financial **incentives** have been introduced to encourage full implementation of the

three-cycle structure, ECTS and the DS. The incentives introduced are mainly counselling services and follow-up measures.

The process of **evaluation** of higher education institutions was introduced by legislation in 1994. It applies to all higher education institutions and takes place in two phases: **internal** and **external evaluation**. In 1998, the National Higher Education Evaluation Council (CNAVES) was established by law as an independent body responsible for the assessment of higher education institutions. It was a full member of the European Association for Quality Assurance in Higher Education (**ENQA**), but was never subject to peer review.

With the recent approval in October 2006 of the organisational law governing the Ministry for Science, Technology and Higher Education, CNAVES was abolished. A new accreditation agency is currently under public debate and should be established in 2007. It will have scientific and technical autonomy and will work together with higher education institutions, professional associations and other relevant entities.

The 2006 ENQA review recommended that the advisory council should include

representatives of student organisations, and that the new agency should set up procedures to ensure that students are included on external review panels.

Accreditation will be carried out within the framework of the European system for quality assurance in higher education, and will respect the scientific and pedagogical autonomy of the higher education institutions. Until the accreditation agency is operational, there will be a transitional period during which the degree programmes in force must be reorganised in order to conform with the Bologna Process, so that the whole process may be completed by 2009.

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Legislative and/or official references

Date	Term in English	Term in national language
14 October 1986 (amendments 19 September 1997) (amendments 30 August 2005)	Basic Law on the Education System (Law No. 46/86, dated 14 October, amended by Law No. 115/97 and by Law No. 49/2005)	Lei de Bases do Sistema Educativo (Lei n.º 46/86, de 14 de Outubro alterada pela Lei n.º 115/97, de 19 de Setembro e pela Lei n.º 49/2005, de 30 de Agosto)
21 November 1994	Law No. 38/94, dated 21 November, establishing higher education evaluation	Lei n.º 38/94, 21 de Novembro – Avaliação do ensino superior
11 July 1998	Decree-Law No. 205/98 establishing the National Higher Education Evaluation Council	Decreto-Lei n.º 205/98 cria o Conselho Nacional de Avaliação do Ensino Superior
6 January 2003	Law No. 1/2003 on the development and quality of higher education	Lei n.º 1/2003 do Desenvolvimento e da Qualidade do Ensino Superior
22 February 2005	Decree-Law No. 42/2005 regulating the principles and instruments for the creation of the European Higher Education Area	Decreto-Lei n.º 42/2005 – Princípios reguladores de instrumentos para a criação do espaço europeu de ensino superior.
21 March 2006	Decree-Law No. 64/2006 regulating the special access and entry conditions for higher education for adults over age 23	Decreto-Lei n.º 64/2006 regulamenta as provas especialmente adequadas a avaliar a capacidade para frequência do ensino superior dos maiores 23 anos
24 March 2006	Decree-Law No. 74/2006 regulating the changes introduced by the Basic Law on the Education System regarding the new model of organisation of higher education into study cycles	Decreto – Lei n.º 74/2006- procede à regulamentação das alterações introduzidas pela Lei de Bases do Sistema Educativo relativas ao novo modelo de organização do ensino superior no que respeita aos ciclos de estudos

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Several reforms linked to the Bologna Process have been launched since 1998. They are set out in the ministerial orders adopted between 1998 and 2005, in the government decisions taken in 2001 and 2006, in the government ordinances passed in 2005, and finally, in the laws on the organisation of university studies and quality assurance in education, approved by parliament between 2004 and 2006 (for more details see the legislation table).

Since the 2005/06 academic year, all higher education institutions, private and public, have been obliged by the 2004 law to implement the **new three-cycle structure**. Students who enrolled in their first year in 2005/06 began their studies based on the three-cycle structure.

Official regulations related to the new structure apply to all types of institutions (accredited or temporarily authorised), branches and fields of study, except courses related to professions regulated at European Union level. Each cycle has its own admissions and graduation procedures. Durations of study cycles, corresponding to various fields and areas of specialisation, have been established by the Ministry of Education and Research on the basis of proposals from the National

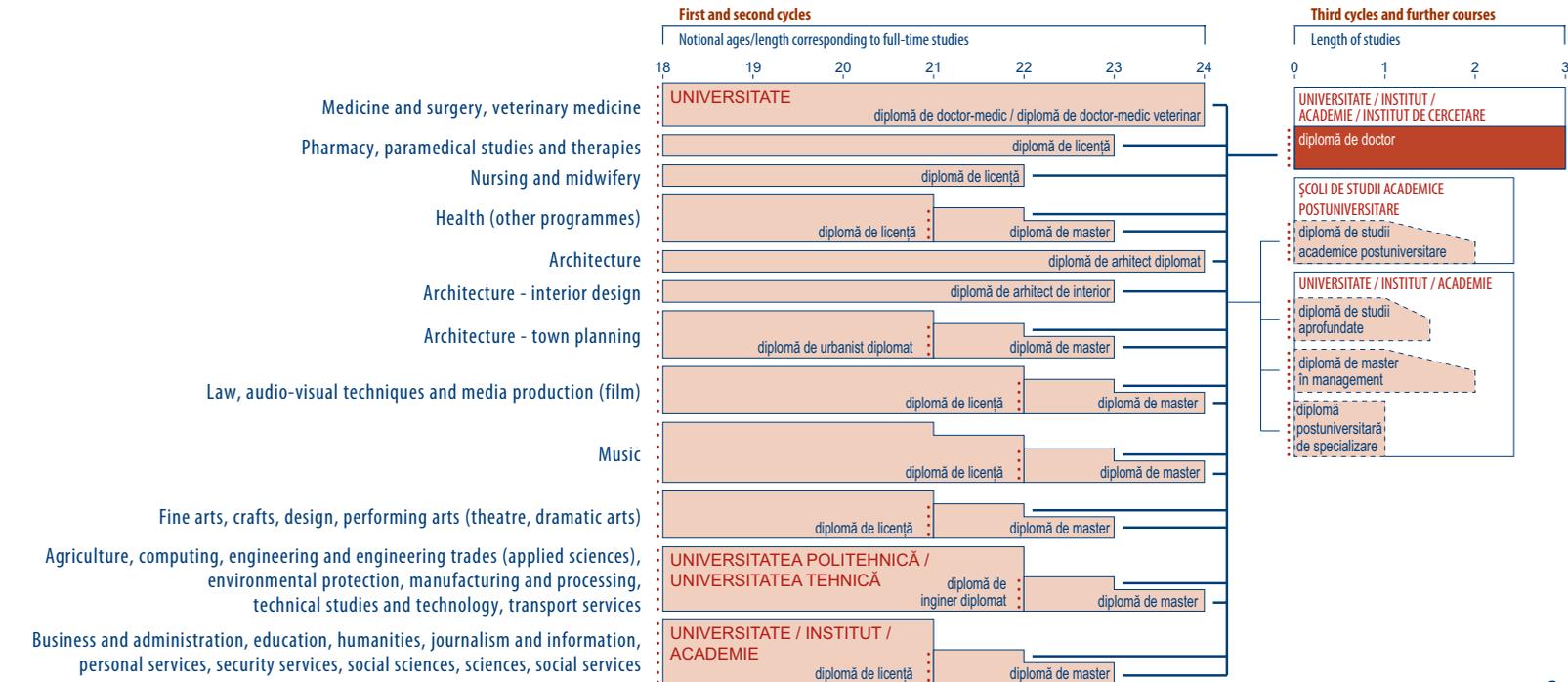
Council of Rectors and have been approved by government decision. Special norms concerning the study conditions applicable to regulated professions adopted at European level have been established within the Romanian higher education system. The first (Bachelor's) cycle includes a minimum of 180 and a maximum of 240 transferable study credits equivalent to ECTS, and lasts three to four years, depending on the field and area of specialisation. The second (Master's) cycle includes a minimum of 90 and a maximum of 120 transferable study credits (in exceptional cases and depending on the length of the first cycle, the lower limit may be 60 transferable study credits), and lasts one to two years. Both cycles should enable the accumulation of at least 300 transferable study credits. For professions regulated by European norms or good practice, provision might entail combining the two cycles into a long study programme lasting five to six years and leading to the equivalent of a Master's qualification.

Long studies are still provided alongside those with a three-cycle structure, undertaken by students enrolled in higher education institutions before 2005/06.

The new structure does not apply to ISCED 5B programmes. According to the 2004 law, university colleges, which are the only Romanian institutions providing ISCED 5B programmes began a process as of the 2005/06 academic year, whereby courses provided by these institutions are being reorganised into ISCED 5A courses, in existing or related fields. As a result, ISCED 5B programmes will no longer exist in 2007/08.

Graduates of ISCED 5B programmes may continue their studies in ISCED 5A programmes. Higher education institutions establish the corresponding ECTS credits associated with ISCED 5B programmes which students will have accumulated before undertaking Bachelor's programmes, thus allowing them to continue their studies without starting ISCED 5A programmes from the beginning.

Regulated by two government decisions from 2005, **doctoral studies** can be organised on a full- or part-time basis by higher education or research institutions, subject to Ministry of Education and Research approval of a proposal from the National Council for Attestation of University Titles, Diplomas and Certificates.



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure/limitation of places at institutional level
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places at national/regional level

Only the new system introduced in 2005/06 is shown in the diagram.

During the transition period from the previous structure:

- ISCED 5B programmes continue until 2007/08 (by which point they will be reorganised as ISCED 5A level programmes);
- Study programmes lasting four years continue in the previous structure until 2008/09 (they are reduced by one year in the new structure);
- Engineering and agriculture continue as long studies until 2009/10 (these programmes are reduced by one year in the new structure).

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As a result of the Bologna Process, the length of doctoral courses corresponds to three years of full-time work. The length of doctoral studies may be extended by one or two years, subject to approval by the university senate, for exceptions due to the specific nature of the theme or the need for further experimentation. Graduates of ISCED 5A programmes who hold a Bachelor's degree obtained prior to the implementation of the three-cycle structure, may embark on a doctoral programme, after successfully passing the corresponding entrance examination. In the new three-cycle structure, students with a Bachelor's degree are not allowed to embark directly on doctoral programmes.

The structure of a doctoral programme includes theoretical and applied training activities, successful performance in a minimum of three examinations, and the defence of at least three scientific dissertations or three creative works, depending on the field (sciences or arts). In addition, full-time doctoral studies involve attending at least four taught courses, including the related seminars and examinations, over two or three semesters. Individual research can last three to four semesters and is based on quantitative and

qualitative methods agreed by the scientific community associated with a specific field.

Persons working on their doctorate enjoy the status of student and early stage researcher, working as research assistants during the advanced training programmes, and as scientific researchers during the individual research programmes. Depending on their results in doctoral grant competitions, those who participate in full-time programmes may obtain grants corresponding to the salary of assistant researcher or scientific researcher, according to their status, and may be involved in teaching activities, benefit from the payment of social security contributions by the organising institutions, and have the whole period recognised as a working period. Those who work in public institutions and participate in part-time programmes may benefit from non-paid leave periods for study.

As regards integrated programmes awarding **international joint degrees** provided by two or more universities and leading to a common diploma, the Ministry of Education and Research has drawn up the corresponding framework methodology based on the current regulations, and submitted it to the government for approval in the 2005/06

academic year. The draft of the Government Decision was adopted in October 2006.

The 2005 Government Decision stipulates that doctoral studies can be organised jointly by two institutions, one in Romania and one abroad (in Europe or elsewhere) on the basis of a written agreement between both institutions specifying the role of each, and the recognition of the title of 'doctor' by the corresponding authorities in both countries.

According to the 2005 government decision on the establishment, organisation and operation of the National Agency for Qualifications in Higher Education and Partnership with Economic and Social Environment (ACPART), a **National Qualifications Framework** for higher education will be elaborated, implemented and regularly updated by ACPART beginning in 2006/07.

ECTS was introduced in graduate and post-graduate programmes at the end of 1998 on the basis of the ministerial order adopted in October of that year. In accordance with the Strategy for Romanian Higher Education for the period from 2002 to 2010, the Ministry of Education and Research has encouraged state as well as private universities to implement

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ECTS and identify mechanisms for ensuring national compatibility. Based on the new legislative framework on the organisation of university studies, ECTS became compulsory for all universities and study programmes as of the 2005/06 academic year. Being the unique credit system in higher education, it is used both for credit transfer and accumulation in all study programmes (including doctoral programmes). The **Diploma Supplement** (DS) was introduced on the basis of the ministerial order adopted in April 2000. At present, it is issued automatically, free of charge by all institutions and for all Bachelor's and Master's programmes, in Romanian and English. Graduates who request the DS in another language must pay the corresponding translation fees.

According to the 2005 ministerial order concerning the organisation of higher education studies, universities must establish counselling and career guidance centres to assist students and encourage the full implementation of the three-cycle structure, ECTS and the DS.

Since the new structure was introduced in 2005/06, no special **follow-up measures** have been undertaken regarding its full

implementation. However, the new institution created at the end of 2005 for quality assurance in higher education (ARACIS: *Agenția Română de Asigurare a Calității în Învățământul Superior* – Romanian Agency for Quality Assurance in Higher Education) is responsible for ensuring the full implementation of the new structure. It must also monitor the full implementation of ECTS and the process of issuing the DS in higher education institutions.

Until October 2005, the official body responsible for **quality assurance** was the *Consiliul Național pentru Evaluare Academică și Acreditare* (National Council for Academic Assessment and Accreditation). The council was formed in 1993 and acted at national level as an independent body under parliamentary control. It comprised nine specialist commissions that evaluated all existing faculties and colleges every five years, in accordance with criteria such as educational content, research activity and teacher/student ratios.

In 2005, a new legislative framework was adopted in relation to quality assurance in higher education. This new framework is based on the 2005 government emergency ordinance on quality assurance in education,

the 2006 law concerning the approval of the ordinance in question, the 2005 government decision on the organisation and operation of ARACIS, and the 2005 ministerial order on quality assurance of educational services in higher education institutions.

Based on the new legislation, ARACIS has been established as a public independent institution, with tasks related to two major fields of activity: accreditation and quality assurance. This new agency is in the organisational phase.

In the field of accreditation, its main tasks concern the elaboration and periodical revision of methodologies and accreditation standards for various higher education programmes and providers, and the evaluation of higher education providers and their programmes, for temporary authorisation or accreditation.

In the field of quality assurance, the main tasks of ARACIS relate to the elaboration and periodical revision of national standards and performance indicators, and the elaboration and implementation of policies and strategies for improving the quality of education, in collaboration with the Romanian Agency for Quality Assurance in Pre-university Education (ARACIP), as well as the elaboration

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of procedures for external evaluation and the establishment of quality assurance priorities, in consultation with higher education institutions. Other tasks include the dissemination of manuals, guides and good practice related to internal and external quality assurance, the publication of studies and analyses of the quality of higher education.

In its structure, ARACIS includes a board composed of 15 members from higher education teaching staff, an executive bureau composed of a president, vice-president and secretary general, the directors of the departments for quality assurance and accreditation, and technical staff. There is no mention of student participation in the governance of the new agency.

ARACIS will be subject to peer review and will be evaluated periodically by similar agencies, which are members of ENQA.

External evaluation of quality in higher education is carried out by ARACIS and takes the following criteria into account: institutional capacity, the effectiveness of education, quality management, the quality of study programmes, consistency between internal evaluation and the real situation,

and the comparative evaluation of similar programmes.

Among the new criteria proposed for external evaluation are: institutional, administrative and managerial structures, physical facilities, human resources, curriculum content, educational outcomes, research and teaching activities, financial performance, strategies and procedures for quality assurance, procedures related to monitoring and periodical revision of syllabi and training activities, evaluation procedures for learning outcomes, evaluation procedures for teaching staff, accessibility of adequate learning resources, availability of updated information databases on the internal quality assurance process, transparency of public interest information on study programmes, diplomas and qualifications, and the functionality of quality assurance mechanisms. Over a six-month period, ARACIS must establish a new methodology for external evaluation, as well as new standards, benchmarks and performance indicators. In the 2005/06 academic year, it tested the new methodologies for external evaluation and quality assurance. The new methodologies should be implemented at national level as of the 2006/07 academic year.

Internal evaluation for quality assurance is carried out by a new commission for evaluation and quality assurance, which must be established by every educational institution, along with the elaboration and implementation of a quality assurance strategy and the corresponding regulation. Each commission is composed of three to nine members who represent teaching staff, students, graduates and employers. Its main tasks are related to the elaboration and implementation of procedures and activities for evaluation and quality assurance, reporting on internal evaluation of education quality, making proposals for quality improvement, etc. The commission is supported by a technical service in carrying out its activities.

All higher education institutions, public or private, follow the accreditation procedures undertaken by the Romanian Agency for Quality Assurance in Higher Education, as required by the new legislation on quality assurance adopted in 2005 and 2006.

Accreditation is a two-step process first involving trust licensing, which gives institutions the right to organise admission examinations. Secondly, it involves accreditation, which gives them the right

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to organise degree examinations and issue diplomas recognised by the Ministry of Education and Research.

Students are involved only in the process of internal evaluation/quality assurance as members of the commission for evaluation and quality assurance and of the department council, which play a major role in writing the self-evaluation report required for the academic evaluation and accreditation of the department or area of specialisation concerned. University charters usually state

that the opinions of students, expressed individually or by their representatives, should be taken into account in the process of evaluating and enhancing academic activities.

Since 1996, the National Council for Academic Assessment and Accreditation has been a member of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE), and of the Central and Eastern European Network of Quality Assurance Agencies in Higher Education (CEEN) since 2002. ARACIS, which succeeded

the National Council for Academic Assessment and Accreditation, has taken over all of its rights and obligations, including membership to the above-mentioned networks. Its organisational and operational regulations stipulate that it must apply for the European Association for Quality Assurance in Higher Education (**ENQA**) membership during the first year of operation. Preparations for the ENQA application are currently in progress.

Legislative and/or official references

Date	Term in English	Term in national language
December 1993	Law No. 88/1993 on the Accreditation of Higher Education Institutions and Diploma Recognition	Legea Nr. 88/1993 privind Acreditarea Instituțiilor de Învățământ Superior și Recunoașterea Diplomelor
October 1998	Ministerial Order No. 4822/1998 regarding the expansion of the transferable credits system in education	Ordinul Ministrului Nr. 4822/1998 cu privire la extinderea sistemului de credite transferabile în învățământ
April 2000	Ministerial Order No. 3659 introducing the Diploma Supplement	Ordinul Ministrului Nr. 3659 privind introducerea Suplimentului la Diplomă
October 2001	Government Decision No. 1011	Hotărârea de Guvern Nr. 1011
June 2002	Ministerial Order No. 3997/2002 concerning the methodology for special monitoring of higher education institutions	Ordinul Ministrului Nr. 3997/2002 privind metodologia de monitorizare specială a instituțiilor de învățământ superior
June 2004	Law on the organisation of university studies (No. 288/2004)	Legea privind organizarea studiilor universitare (Nr. 288/2004)

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Date	Term in English	Term in national language
February 2005	Ministerial Order No. 3235/2005 concerning the organisation of the Bachelor's cycle	Ordinul Ministrului Nr. 3235/2005 privind organizarea ciclului de licență
February 2005	Government Decision No. 88/2005 concerning the organisation of Bachelor's studies at university	Hotărârea de Guvern Nr.88/2005 privind organizarea studiilor universitare de licență
March 2005	Ministerial Order No. 3617/2005 concerning the full implementation of ECTS	Ordinul Ministrului Nr. 3617/2005 privind aplicarea generalizată a Sistemului European de Credite Transferabile
April 2005	Ministerial Order No. 3928/2005 concerning the quality assurance of educational services in higher education	Ordinul Ministrului Nr. 3928/2005 privind asigurarea serviciilor educaționale în învățământul superior
April 2005	Ministerial Order No. 3861/2005 concerning the establishment of post-doctoral research programmes	Ordinul Ministrului Nr. 2861/2005 privind înființarea programelor de cercetare postdoctorală
June 2005	Government Decision No. 567/2005 concerning the organisation of doctoral studies	Hotărârea de Guvern Nr. 567/2005 privind organizarea studiilor de doctorat
July 2005	Government Emergency Ordinance No. 75/2005 concerning the quality assurance of education	Ordonanța de Urgență Guvernamentală Nr. 75/2005 privind asigurarea calității educației
July 2005	Ministerial Order No. 4491 concerning the organisation of university doctoral studies starting with the 2005/06 academic year	Ordinul Ministrului Nr. 4491 privind organizarea studiilor universitare de doctorat începând cu anul universitar 2005/2006
July 2005	Government Emergency Ordinance No. 78/2005 for the modification and completion of Law No. 288/2004 concerning the organisation of university studies	Ordonanța de Urgență Guvernamentală Nr. 78/2005 pentru modificarea și completarea Legii 288/2004 privind organizarea studiilor universitare
September 2005	Government Decision No. 1169/2005 for the modification of Government Decision No. 567/2005 concerning the organisation of doctoral studies	Hotărârea de Guvern Nr. 1169/2005 pentru modificarea Hotărârii de Guvern Nr. 567/2005 privind organizarea studiilor de doctorat
October 2005	Government Decision No. 1257/2005 concerning the approval of regulation for the organisation and operation of ARACIS	Hotărârea de Guvern Nr. 1257/2005 privind aprobarea regulamentului de organizare și funcționare al ARACIS

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Date	Term in English	Term in national language
November 2005	Law No. 346/2005 concerning the approval of Government Emergency Ordinance No. 78/2005 for the modification and completion of Law No. 288/2004 concerning the organisation of university studies	Legea Nr. 346/2005 privind aprobarea Ordonanței de Urgență Guvernamentale Nr. 78/2005 pentru modificarea și completarea Legii 288/2004 privind organizarea studiilor universitare
November 2005	Government Decision No. 1357/2005 concerning the establishment, organisation and operation of the National Agency for Qualifications in Higher Education and Partnership with Economic and Social Environment – ACPART	Hotărârea de Guvern 1357/2005 privind înființarea, organizarea și funcționarea Agenției Naționale pentru Calificări din Învățământul Superior și Parteneriat cu Mediul Economic și Social – ACPART
April 2006	Law No. 87/2006 for approval of the Government Emergency Ordinance No. 75/2005 concerning quality assurance of education	Legea Nr. 87/2005 pentru aprobarea Ordonanței de Urgență Guvernamentale Nr. 75/2005 privind asigurarea calității educației
October 2006	Government Decision No. 1424/2006 concerning the approval of the framework methodology for the organisation of integrated study programme, offered by two or more universities, which lead to common diplomas	Hotărârea de Guvern Nr. 1424/2006 privind aprobarea metodologiei cadru de organizare a programelor de studii integrate, oferite de două sau mai multe universități, care conduc către diplome comune

SERBIA

The laws on higher education in Serbia have changed radically over the past fifteen years. From 1998 to 2002, university autonomy was abolished. This law was revoked in 2002, and the previous law of 1992 was reinstated for an interim period. Under the law from 2002 to 2005, the Ministry of Education and Sports was not in a position to keep records of the degree of implementation of reforms, including the three-cycle system, ECTS and the Diploma Supplement (DS).

The 2002 University Law was replaced by the new Law on Higher Education in September 2005. The new Law took effect as of the 2006/07 academic year. It covers all ISCED higher education levels (5A, 5B and 6).

Students are able to enrol in a **three-cycle structure** beginning with the academic year 2006/07. The three-cycle structure was introduced as part of the Bologna Process. All higher education institutions in Serbia are obliged to establish the three-cycle structure by June 2009. Long studies (pre-Bologna structure) are still provided in the transitional period (legal deadline is 3 years, by June 2009).

The bachelor/master structure does not apply to the ISCED 5B programmes (no master's

studies at 5B level). Students in ISCED 5B programmes may transfer to ISCED 5A programmes bachelor's studies, depending on the decision of the accepting institution.

In order to gain entry to the doctoral level programmes, students must have accumulated at least 300 ECTS credits for most study programmes and at least 360 credits for medical sciences. Within the doctoral programmes, students must earn a minimum of 180 credits to obtain the degree.

Doctoral programmes include obligatory course work and attendance as well as individual research and final dissertation (for doctorates in art studies, the dissertation is replaced by an artistic project).

All doctoral study programs in Serbia are required to be structurally convergent with the other programmes offered at the same institution, and with at least three accredited foreign programmes, of which at least two are in the European higher education area. Subject-specific accreditation standards ensure that study programmes nationwide remain comparable and of required quality. Serbian higher education complies to the European standards in terms of admissions

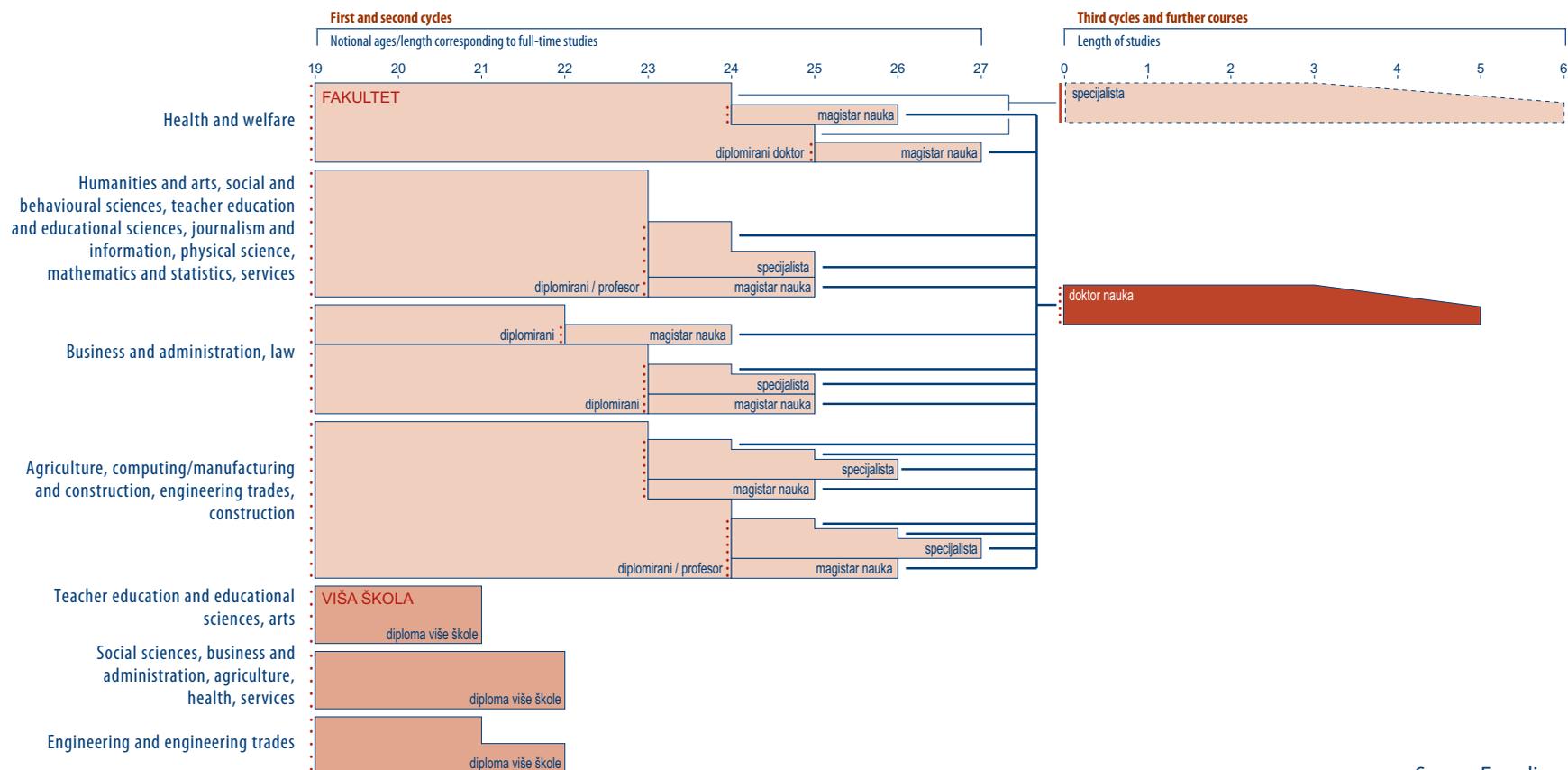
requirements, duration of studies, conditions for advancement to the next study year, and diploma acquisition.

The new Law on Higher Education allows for joint study programmes organised by more than one licensed higher education institutions. A **joint degree** can be issued upon approval from all higher education institutions involved. Many higher education institutions in Serbia currently carry out joint degree programmes with local and foreign partners.

As part of the sector, the Military Academy is being integrated into the higher education system, and participates in some joint degree programmes.

The 2005 Law on Higher Education introduces **ECTS** as the mandatory credit system to be used by all higher education institutions in all degree programmes, for both credit transfer and accumulation. Other credit systems do not exist in Serbia.

The 2005 Law also introduces the **Diploma Supplement** as a mandatory document to be issued by all higher education institutions, for all programmes. The DS is issued automatically and free of charge in Serbian, English, and



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure/limitation of places at institutional level
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places at national/regional level

Only the old system is shown in the diagram. Introduction of the new system began in 2006/07.

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the language in which the study programme was carried out (if different from Serbian and English).

The Minister of Education and Sport of the Republic of Serbia set up a commission mandated to create a **National Qualifications Framework** by the end of 2007. The commission includes representatives from all levels of education (elementary, secondary and tertiary), as well as representatives of the employment services, trade unions, the Chamber of Commerce and the Ministry of Labour and Employment. The NQF begins with the European framework adopted in Bergen; the future Serbian NQF will be harmonized with the framework's features and requirements.

No incentives have yet been introduced by public authorities to encourage full implementation of the three-cycle structure, the ECTS or the DS. The Ministry of Education and Sports is responsible for administrative supervision of all higher education institutions, thus ensuring the control and follow-up of the full implementation of the 2005 Law, and hence the implementation of the three-cycle structure, the ECTS and the DS. The Ministry is supported in its work by the Accreditation

and Quality Evaluation Commission and the National Council for Higher Education.

The body responsible for **quality assurance** in higher education in Serbia is the Accreditation and Quality Evaluation Commission (*Komisija za akreditaciju i proveru kvaliteta*), established under the 2005 Law on Higher Education. The Commission is subject to national and international peer review; internal quality assurance procedures for the Commission are publicly available on the website along with the mission statement, and management and action plans. The Commission is financed via fees from the accreditation process.

The Commission provides recommendations to the National Council concerning work permits; standards and procedures for accreditation of higher education institutions and study programmes; standards for internal assessment, quality evaluation and external quality assurance for higher education institutions.

The Commission is responsible for conducting accreditation procedures for higher education institutions and their study programmes; it examines the extent to which the institution

and its sub-units have met their obligations in terms of quality and with respect to the annual plan of action. It must also ensure that the accreditation standards comply with those of the European higher education area. Accreditation is conducted either at the request of the institution or of the Ministry for Education and Sports.

The Commission is allowed by law to solicit the services of international organisations and associations for quality assurance in higher education. Qualified international (non-Serbian) experts may also be appointed as reviewers in the accreditation procedure. The new Law on Higher Education as well as the accreditation standards and agenda are published on the Ministry website and as printed documents.

The Commission submits a report on the status of the fulfilment of quality assurance to the National council, the Minister, and the higher education institution under review. The institution can challenge the findings of the report within fifteen days of its delivery. The National Council forwards the final report to the Conference of Universities (or the Conference of Academies of Professional Studies) and the Students Conference of

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Universities (or the Students Conference of the Academies of Professional Studies). Based on the Commission report, the National Council must endorse the evaluation of the institution and its sub-units and submit its endorsement to the higher education institution under review and to the Minister responsible for higher education. The assessment results and accreditation status are published on the Ministry website and in printed form.

Each independent higher education institution or sub-unit defines the bodies and procedures for internal quality assurance in its legal statutes. Internal evaluation is conducted according to the rules and regulations set by the National Council (Rules and Regulations on Supervision of Fulfilment of Obligations of Higher Education Institution and Higher Education Unit within its Structure in respect of quality) The Minister for Higher Education

is responsible for monitoring the higher education institutions for compliance with the standards for quality. Quality assessment takes student evaluation of curriculum into account; meanwhile, the higher education institutions are responsible for determining their own regulations for the evaluation of curriculum and teaching. Internal quality assurance reports/self-evaluation reports are used by the Commission for the external quality review and accreditation.

The system of quality assurance encompasses the entire system of higher education in Serbia. The accreditation procedure includes all three elements (internal assurance, external assurance and publication of the results).

The Accreditation Commission became a full member of INQAAHE in December 2006. It has also fulfilled the requirements to become a full member of the European Association

for Quality Assurance in Higher Education (**ENQA**); the Commission formally submitted an application for membership to ENQA on 22 February 2007.

The new Law on Higher Education stipulates that students' parliaments must send student representatives to all governance bodies of the higher education institution and all sub-units. There are also student members in all professional bodies and their respective sub-units that have a decision-making role in issues of quality assurance, curricular reform, institutional self-evaluation, and ECTS. Student representation on these bodies must be 20 %; students must make up two thirds of each higher education institution's Council.

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Legislation and/or official references

Date	Term in English	Term in the national language
1992-1998	Law on Higher Education	<i>Zakon o visokom obrazovanju</i>
1998-2002	University Law (revoking university autonomy)	<i>Zakon o univerzitetu</i>
2002-2005	University Law (return to 1992 Law)	<i>Zakon o univerzitetu</i>
September 2005	Law on Higher Education	<i>Zakon o visokom obrazovanju</i>
20 October 2006	Rules and Regulations on Supervision of Fulfilment of Obligations of Higher Education Institution and Higher Education Unit within its Structure in respect of quality	<i>Pravilnik o proveri ispunjenja obaveza samostalne visokoškolske ustanove i visokoškolske jedinice u njenom sastavu u pogledu kvaliteta</i>

Websites

Ministry of Education and Sports: <http://www.mps.sr.gov.yu>

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The organisation of higher education has been regulated by the federal law 'On higher and postgraduate professional education' since 1996. Doctorates are organised in accordance with the same law and with the regulations 'On research and academic staff in higher education in the Russian Federation', which were adopted in 1998 by ministerial decree. There is no division between academic and professional/vocational higher education in Russia.

The model based essentially on **two main cycles** was established prior to the Bologna Process. It was initially introduced on a limited basis in 1989 by the Decree of the State Committee for Education of the USSR. The Decree provided for training programmes for bachelor's (four years) and master's (five and a half years, including bachelor's degree program) qualifications. This model was introduced on a much broader basis in 1992 by decision of the State Committee on Higher Education regarding the implementation of a multi-level structure in higher education in the Russian Federation. As a result of the decision, bachelor's level programmes became the basis for enrolment in specialist's and master's degree programmes. The 1994

government decree 'On the adoption of state standards for vocational higher education' specified the programmes and their duration as follows: bachelor's degree, 4 years; specialist's diploma, 5 years; and master's degree, 6 years (including bachelor's degree programmes). The application of the two-cycle structure is optional. Given its autonomy, a higher education institution is entitled to take an independent decision on whether or not to implement bachelor's and master's degree programmes. Currently, the majority of students follow the long study programmes leading to the specialist's degree.

The traditional organisation of **doctoral programmes** has not been changed in light of the Bologna Process. Doctoral studies continue to have a two-tiered structure in Russia. The first level is postgraduate studies, which allows students to earn a candidate of science (*kandidat nauk*) degree (similar to a Ph.D.), while the second level is a doctorate, aimed at training doctor of science (*doktor nauk*). The *kandidat nauk* programmes include obligatory theoretical courses provided in accordance with individual plans (curricula). These courses comprise approximately 20 % of the programme and include foreign

languages (Russian language for international students), philosophy and special disciplines. Each discipline culminates in a state exam. The remaining 80 % of the programme (leading to the title of *kandidat nauk*) is devoted solely to individual research. The standard period of study (for full-time students) is 3 years.

Entry in the *kandidat nauk* programmes requires a master's or specialist's degree; however, the 1996 law 'On higher and postgraduate professional education' does not prohibit applicants with only a bachelor's degree from entering the *kandidat nauk* level.

Students who enrol in *kandidat nauk* programmes are not required to have had previous research training; research training is provided for students at this level.

There are no theoretical courses in the *doktor nauk* studies, nor are there any limitations for the duration of the studies. As a rule, the *kandidat nauk* degree precedes the *doktor nauk* level.

A working group on the implementation of an **ECTS-based credit system** was formed in 2002 in accordance with the Ministry of Education's decree 'On credit system arrangements as applied to the content

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of state higher education'. Guidelines for calculating workload in terms of credits in the main programmes have been developed and distributed by the Ministry to all Russian higher education institutions.

The higher professional education system in Russia uses a national system of units (credits), analogous to the European Credit Transfer System. Like ECTS, the national system is based on the principle of 60 units per academic year and 30 units per a semester of studies, for full-time students. A student's workload during one academic year in the Russian HE system is within the range of 1 800-2 000 class hours, corresponding to 30-36 hours per credit.

Currently, 52 Russian universities approve the national credit system for the first and second cycles (bachelor/master/specialist). In 2004, recommendations on the use of the system were expanded and forwarded to HEIs by the Ministry of Education and Science. It was recommended that the credit system should be used for both credit transfer and accumulation. The ECTS-based national credit system is implemented on a voluntary basis and is not used in doctoral programmes.

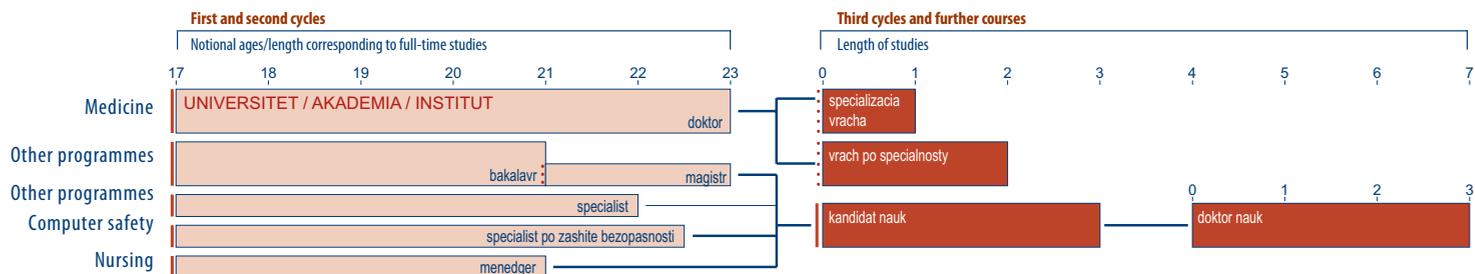
The traditional national **Diploma Supplement** awarded automatically in most higher education institutions does not meet European requirements. On 15 February 2005, the Russian Ministry of Education and Science issued decree No. 40 'On the implementation of measures for broad introduction of European supplements to Russian higher education certificates'. So far, sixty-eight HEIs (58 state and 10 private HEIs - about 4.8 % of the total number of HEIs in Russia) issue a European Diploma Supplement for 246 different educational programmes. In 2005, 24 533 graduates of Russian HEIs received such Supplements. In sum, this is just 2 % of the total number of graduates. To date, these Diploma Supplements have been issued only at the request of the student and for a fee. In compliance with the ministerial decree No. 40, as of 2008, European Diploma Supplements must be issued automatically and free of charge in English and Russian to graduating students who have completed accredited educational programmes at any accredited HEI.

The legal basis for **quality assurance/evaluation** has been developed independently of the Bologna Process over the past 10 years.

It is fixed by the 1992 federal laws 'On education', the 1996 federal law 'On higher and postgraduate professional education', the 1999 regulations 'On state accreditation of higher education institutions', and the 2000 regulations 'On educational activity licensing'.

Since April 1997, decisions on issuing state accreditation have been taken by the Accreditation Board (established by the Ministry of Education), which consists of representatives of the National Rectors' Conference, associations of non-state higher education institutions and polytechnics, federal ministries and public organisations. Information activity and methods concerning accreditation procedures are the responsibility of the National Accreditation Centre of the Ministry of Education and Science, which was reorganised as per a Government directive in 2005 to become the *National Accreditation Agency of the Russian Federation*.

Accreditation procedures are preceded by the publication of an evaluation report 10 days before the Accreditation Board meets. Data on each accredited higher education institution is made available to the public via the Internet. It is included in the Register List and is published



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure/limitation of places at institutional level
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places at national/regional level

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as a matter of course in the guide to accredited higher education institutions.

The state recognition procedure comprises three elements as follows:

- Licensing, to assess that educational facilities, laboratory and other equipment, teaching staff and teaching materials comply with government requirements;
- Attestation, which involves evaluating the content, level, and quality of graduate training in accordance with government educational standards;
- Accreditation, which constitutes official recognition that a higher education institution is accredited by the government for a forthcoming period, with due regard for its category and the government standard qualifications it is entitled to award.

In order to reduce evaluation costs for higher education institutions, the Ministry of Education issued regulations that came into effect on 1 January 2000, merging the foregoing three elements into a single process known as 'complex assessment'. Information about accredited HEIs and programmes is

published in a Registry, an annual reference book and on the NAA site (www.nica.ru). The accreditation process and results are described in detail in a journal, *Accreditation in Education*, published 8 times per year. Currently, an ample infrastructure of agencies involved in the quality assurance system has spread throughout the country:

- the Federal Service for Supervision in Education and Research;
- the Guild of Experts (created in June 2006);
- the Accreditation Board: a public and state body, the members of which are heads of education institutions, and representatives of public organizations and federal executive agencies;
- the National Accreditation Agency. The assessment of the content and quality of student education is also performed with assistance from the Information and Procedural Centre for attestation of HEIs. The quality assurance system has also included Internet-based testing and student survey technologies, developed and used since 2005 to conduct self-evaluation and external review.

The state accreditation procedure uses criteria and benchmarks that assess the conditions, organisation and level of results of educational activity. Benchmarks are calculated using statistical data collected annually from all HEIs in Russia into a Central State Accreditation Database. The criteria and benchmarks are reviewed approximately every five years.

The system for accrediting HEIs was introduced in 1997. Ninety-eight percent of state HEIs and 63 % of private HEIs have already undergone the accreditation procedure. Many of these have already undergone repeat accreditation as well.

The involvement of foreign experts in the external review of the quality of education in Russian HEIs is a part of the process of ensuring equivalence of individual educational programmes by foreign accreditation agencies. Forty-seven foreign accreditation agencies and organisations have participated in quality assessment procedures for educational programmes at Russian HEIs. The National Accreditation Agency represents the Russian educational system in international associations and networks:

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- the International Network for Quality Assurance Agencies in Higher Education (INQAAHE): full membership since 2001;
 - the Central and Eastern European Network of Quality Assurance Agencies in Higher Education (CEENET): full membership since 2002. Russia is represented in the Steering Committee from May of 2006 and for the subsequent four years;
 - the Asia-Pacific Quality Network (APQN): full membership since April 2006;
 - the Eurasian Quality Assurance Network (EAQAN): full membership since October 2004; EAQAN includes representatives of 7 countries from the former Soviet Union. Russia was one of the initiators of the creation of a network, and is represented in the network's Steering Committee for a second term.
- Russia is represented in the European Association for Quality Assurance in Higher Education (**ENQA**) by the National Accreditation Agency, now a candidate member.

Students are involved in the formation of internal quality assurance systems and self-evaluation procedures, as a rule in the capacity of survey respondents and in some cases as experts in the self-evaluation group. In the 2005/06 academic year, representatives of the student body were directly involved in the work of expert panels. The most effective practice turned out to be the involvement of a representative of the student body in the work of the Accreditation Board.

Legislative and/or official references

Date	Term in English	Term in the national language
19 April 1989	Decree of the State Committee for Education of the USSR, No. 351	Prikaz Gosudarstvennogo Komiteta po Obrazovaniyu SSSR, № 351
13 March 1992	Decision of the State Committee on Higher Education of the Ministry of Science on implementation of the multi-level structure of Higher Education, No. 13	Postanovlenie Gosudarstvennogo Komiteta po Vysshemu obrazovaniyu o vvedenii mnogourovnevoj struktury visshego obrazovaniya, № 13
10 July 1992	Federal Law on Education, No. 3266-1	Federalalnyi Zakon Ob obrazovanii, № 3266-1
12 August 1994	Government Decree on the adoption of state standards for vocational higher education, No. 940	Postanovlenie Pravitelstva Ob utverzdenii gosudarstvennogo obrazovatel'nogo standarta viisshego professional'nogo obrazovaniya, № 940
18 April 1995	Decree of the State Committee on Higher Education, No. 570	Prikaz Gosudarstvennogo Komiteta po Vyshemu Obrazovaniyu, № 570
22 August 1996	Law on Higher and Postgraduate Professional Education, No. 125-FZ	Zakon o visshem i poslevuzovskom professional'nom obrazovanii, № 125-FZ

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Date	Term in English	Term in the national language
27 March 1998	Regulations on research and academic staff in higher professional education (1st, 2nd and 3rd cycles of education), No. 581	Polozenie o podgotovke nauchno-pedagogicheskikh i nauchnyh kadrov v sisteme poslevuzovskogo obrazovania, № 581
2 December 1999	Regulations on State Accreditation of Higher Education Institutions, No. 1323	Polozhenie o gosudarstvenoj akkreditacii visshogo uchebnogo zavedeniya, № 1323
29 June 2000	Ministry of Education Regulations, No. 1965	Rasporyazhenie Ministerstva Obrazovaniya, №1965
18 October 2000	Regulations on Educational Activity Licensing, No. 796	Polozhenie o licenzirovanii obrazovatel'noj deyatel'nosti, № 796
19 July 2002	Decision on credit system arrangements as applied to the content of state higher education, No. 2822	Postanovlenie ob organizacii rabot po sozdaniyu procedury zacheta osvoeniya studentami vuzov sodержaniya gosudarstvennyx standartov visshogo professionalnogo obrazovaniya, № 2822
2 July 2003 / 7 October 2003	Ministry decisions on launching pilot projects for use of the credit system, No. 3800	Resheniya Ministersnva o provedenii eksperimeta po ispolzovaniyu zachetnyh edinic v uchebnom processe, № 3800)
6 April 2004	Government decree, No. 159	Pocstanovlenie Pravitelstva, № 159
5 July 2004	Letter of the Federal Service on Supervision in Sphere of Education and Research of: 'On licensing, attestation, and public accreditation', No. 02-24in/I	Pismo Federalnoy Sluzhby po nadzoru v sfere obrazovania I nauki 'O icenzrovanii, attestacii I obshestvennoy akkreditacii', No. 02-24in/I
25 April 2005	Ministry Decree on the Institutions-Coordination for the Bologna Process Action Lines in the Russian Federation, No. 126	Prikaz Ministerstva o vuzah-koordinatorah po poziciyam Bolonskogo processa dv Rossiyskoy Federacii, № 126
29 June 2005	Ministry Decree on the Institutions' Innovation Activity for the Crossing to Credit System, No. 215	Prikaz Ministerstva ob innovacionnoy deyatel'nosti vuzov po perehodu na sistemu zachetnih edinic (kreditov), № 215
16 December 2005	Ministry Decision on Realization of the Bologna Process Action Lines in the System of Higher Professional Education of the Russian Federation, No. 46	Reshenie Ministerstva o realizacii polozhenij Blonscoq Deklaracii v sisteme visshogo professionalnogo obrazovaniya Roosiyskoy Federacii, №46
15 February 2006	Ministry Decree on the Plan of Action for Realization of the Bologna Process Action Lines in the System of Higher Professional Education of the Russian Federation in the Period of 2005-2007, No. 40	Prikaz Ministerstva o Plane realizacii polozhenij Blonscoq Deklaracii v sisteme visshogo professionalnogo obrazovaniya Rossiyskoy Federacii na 2005-2007 gody, № 40

NB: The national description and diagram for Russia have not been verified at the national level.

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Mainly as a result of the Bologna Process, legislation for a **three-cycle structure** of higher education has been adopted and will be applied starting 1 July 2007. The new structure will replace the present system and will become the only structure for all higher education institutions (HEIs). Before the decision was taken to introduce the three-cycle structure, there were no government-initiated pilot projects. However, a structure based on three main cycles already existed for certain programmes, for example nursing.

The current degree system has been reformed and structured to fit the new three-cycle system. First-cycle qualifications will give access to second-cycle studies, and second-cycle qualifications will give access to third-cycle studies. A new two-year Master's degree (*masterexamen*) will also be introduced within the second cycle. The government has also decided on new degree descriptions, in line with the overarching Qualifications Framework of the European Higher Education Area (EHEA), which are based on expected learning outcomes.

Long-study programmes of 4-6 years will be maintained for professional degrees in medicine, pharmaceutical studies, psychology,

dentistry, architecture, civil engineering and law. These degrees have nevertheless been placed within one of the three cycles, depending on the length of the studies and expected learning outcomes.

Higher education leading to degrees that are normally shorter than 3 years and require less than 180 ECTS is offered at ISCED level 5B. Examples are dental hygienist and vocational teacher programmes, as well as a number of other shorter general, professional or artistic programmes. Credits from ISCED 5B studies can be transferred to first-cycle programmes and degrees at ISCED level 5A (course by course or as an alternative part of an ISCED 5A programme). This is not centrally regulated but is handled by each HEI.

Doctoral programmes will keep their duration of 4 years. There will, however, be new eligibility requirements for education within the third cycle. The basic eligibility requirement for doctoral studies will be a completed second-cycle degree, completed course requirements for at least four years of full-time studies (including at least one year in the second cycle) or the equivalent knowledge acquired in some other way in Sweden or

abroad. Additional requirements may be set by the individual HEI.

Taught courses are included in doctoral studies. Regulations stipulate that the research thesis should account for at least 120 of the 240 ECTS necessary for the doctorate. The rest of the time can be devoted to taught courses. The scope of these courses may vary from subject to subject, which are usually worth 60-90 ECTS and in any case no more than 120 ECTS.

According to the regulations on study funding, admission to a research training programme should in the first instance take place in connection with employment as a PhD student or with the approval of a study grant. It is however possible to be admitted to research training with other forms of funding if the faculty board judges that the student in question has guaranteed maintenance for the whole duration of the study period. The commonest form is employment as a PhD student. Other forms are study grants, employment at an HEI, paid appointment within a company giving scope for research studies, government-guaranteed study support, scholarships or other external funding. Assistant, research assistant, clinical

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assistant and lecturer are the forms of employment at HEIs.

The award of **joint degrees** (i.e. a degree awarded by at least two higher education institutions together in the form of one joint degree certificate) is at present not possible. HEIs are, however, free to organise joint study programmes with other institutions nationally or internationally. Double degrees can be issued, and the same rules apply for the award of such degrees nationally and internationally.

A **National Qualifications Framework** for higher education will be adopted in 2007. Its main elements are in place.

It has been mandatory for Swedish HEIs to use the national credit point system since 1969. The current national credit system is compatible with **ECTS** and corresponds to one credit point per study week (40 credit points for a full study year). A new credit system based on ECTS has been adopted and will be applied starting 1 July 2007. It will be mandatory for all HEIs and will cover all programmes and fields of study. A full study year will amount to 60 credit points. The implementation of the new credit point system will be evaluated at the

same time as the general evaluation of the HEI itself.

ECTS will be used both for credit transfer and accumulation (as is the present system) and will replace the current credit point system.

All HEIs have been obliged to issue the **Diploma Supplement** (DS), in English only, automatically and free of charge for all degrees within the first and second cycle, since 2003. The DS will also become mandatory for degrees within the third cycle.

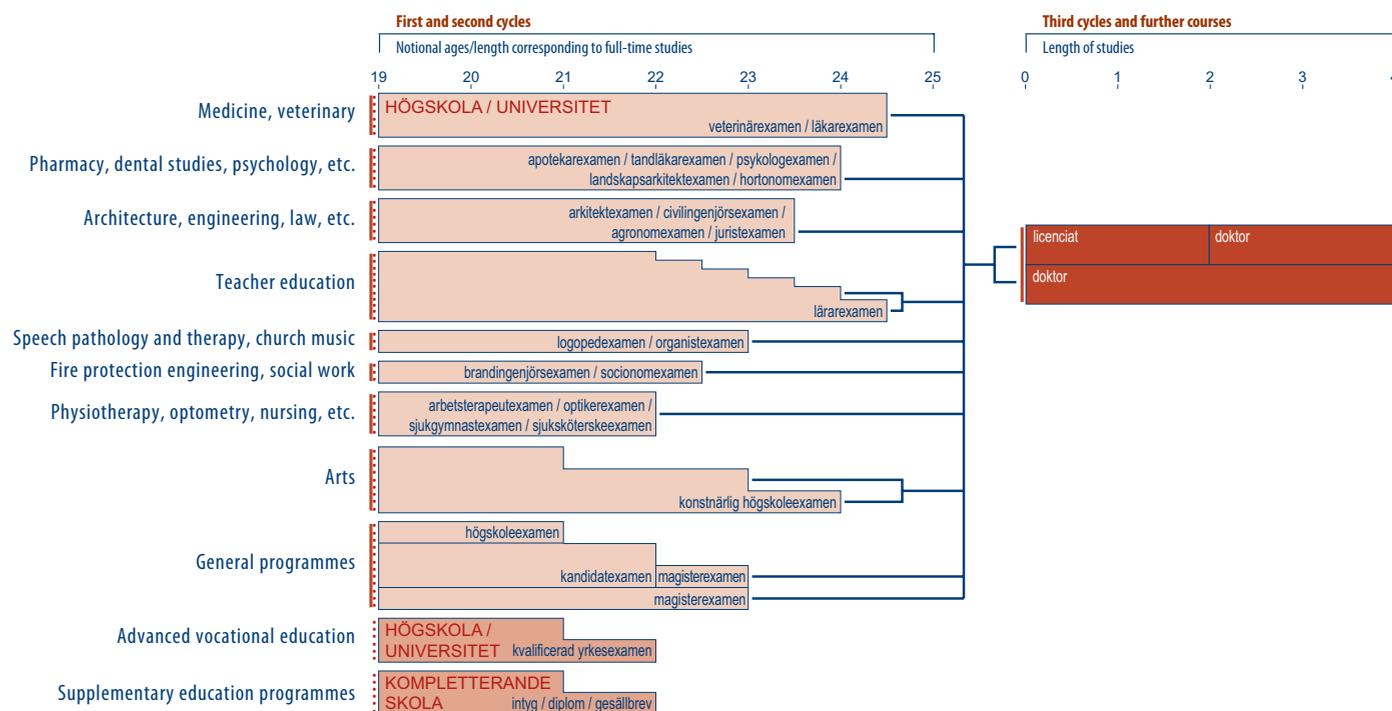
As an **incentive** to support the full implementation of the three-cycle structure, the government has distributed funds, both directly to the HEIs and through the Swedish Agency for Networks and Cooperation in Higher Education, in order to support the work on the new structure and to encourage cooperation between institutions when implementing it.

The quality of education in the new structure will be evaluated within the established system of external quality evaluation. The Swedish National Agency for Higher Education (*Högskoleverket*, HSV, established in 1995 by an ordinance), an independent national

agency, is responsible for external **quality assurance**.

The HSV is a central agency responsible for matters relating to HEIs. It exercises supervision of HEIs, which means ensuring that they comply with the laws and regulations that apply to the area of higher education. In addition, it evaluates institutions through the evaluation of subjects and programmes. The evaluations are recurrent and subjects and programmes are reviewed every six years. Appraisal of whether programmes reach the minimum standard required for entitlement to award a degree is also included in evaluations. All evaluations are in line with the ENQA Standards and Guidelines for Quality Assurance. Since 2001, the HSV has been evaluating all subjects offered at HEIs in Sweden, also at postgraduate level. The evaluations also include programmes that lead to the award of professional qualifications. The HSV also evaluates the work on quality enhancement conducted by the HEIs.

The HSV appraises the applications submitted by university colleges for entitlement to award general degrees, and applications for entitlement to award professional and artistic degrees for all state HEIs. Furthermore, it



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure/limitation of places at institutional level
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places at national/regional level

The professional degrees shown are only a representative selection; there are around 50 in total. Some advanced, supplementary undergraduate professional degree courses are based on a first professional degree. Next to the formal higher education system, advanced vocational education may be provided by various types of institutions and organisations, such as *universitet/högskolor*, municipalities or companies.

The institutions known as *kompletterande skolor* include various private education institutions, depending on the programme concerned, and are not part of the higher education system.

Intyg/diplom/gesällbrev are types of certificates.

The diagram shows the structure for 2006/07. The accompanying text describes the new three-cycle structure that will come into effect as of 1 July 2007.

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assesses an institution's right to establish areas of research and, where applicable, its right to university status, although such decisions are taken by the government.

Furthermore, the HSV reviews the operations of HEIs and provides the *Riksdag* (Swedish Parliament) and the government with material on which to base decisions on important issues. It is also responsible for all central statistics on higher education institutions.

The HSV evaluates qualifications awarded on completion of higher education programmes outside Sweden. This evaluation determines which Swedish programme the foreign pro-

gramme corresponds to. Finally, the HSV is also concerned with the legal rights of students.

According to the 2003 Regulations with instruction for the HSV, students are entitled to take part in the governing board with two representatives (one from undergraduate and one from postgraduate level). The students are full members of the board and have voting rights.

The HSV has been a full member of the European Association for Quality Assurance in Higher Education (**ENQA**) since March 2000. It is also a member of the Nordic Quality Assurance Network in Higher Education (NOQA).

The HSV has undergone external evaluation twice. The evaluation group consisted of an expert at the Swedish National Financial Management Authority, a professor at Malmö University College and a senior advisor at *Statskonsult*, which is a Norwegian company specialising in public management issues. The follow-up of the first evaluation took place in 2006.

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Legislative and/or official references

Date	Term in English	Term in national language
17 December 1992	Higher Education Act 1992: 1434	Högskolelagen 1992: 1434
4 February 1993	Higher Education Ordinance 1993: 100	Högskoleförordningen 1993: 100
8 June 1995	Ordinance with instruction for the Swedish National Agency for Higher Education 1995:945	Förordning med instruktion för Högskoleverket 1995:945
19 December 2002	Ordinance with instruction for the Swedish National Agency for Higher Education 2003:7	Förordning med instruktion för Högskoleverket 2003:7
2 June 2005	New World – New University, Government Bill 2004/05: 162	Ny värld – ny högskola, regeringens proposition 2004/05: 162

Websites

National Agency for Higher Education: www.hsv.se

Swedish Agency for Networks and Cooperation in Higher Education: www.nshu.se

Information about Swedish higher education for prospective foreign students: www.studyinsweden.se

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The legal basis for the higher education system is set out in the Constitution, which recognises the right of universities and other higher education institutions to act autonomously within the limits set by the following laws: the 1993 Higher Education Act (and its amendments in 1999, 2001 and 2003), Amendments and Supplements to the Higher Education Act (ASHE) 2004 and 2006, and the 2004 Higher Vocational Education (HVE) Act. The changes introduced by the 2006 legislation shall be applicable with effect from the 2007/08 academic year. The new programmes shall be introduced gradually.

In 2002, the National Assembly adopted the Master Plan for Higher Education. Its aim is to introduce measures that will make it easier to comply with the Bologna Declaration criteria (the widespread introduction of ECTS, quality assurance measures and preparation of proposals for legislative changes) and put them into practice.

A degree system based on **two main cycles** has existed in the Slovenian higher education system since the 1960s. Two-year research-based Master's programmes (*Magisterij znanosti*) have been introduced

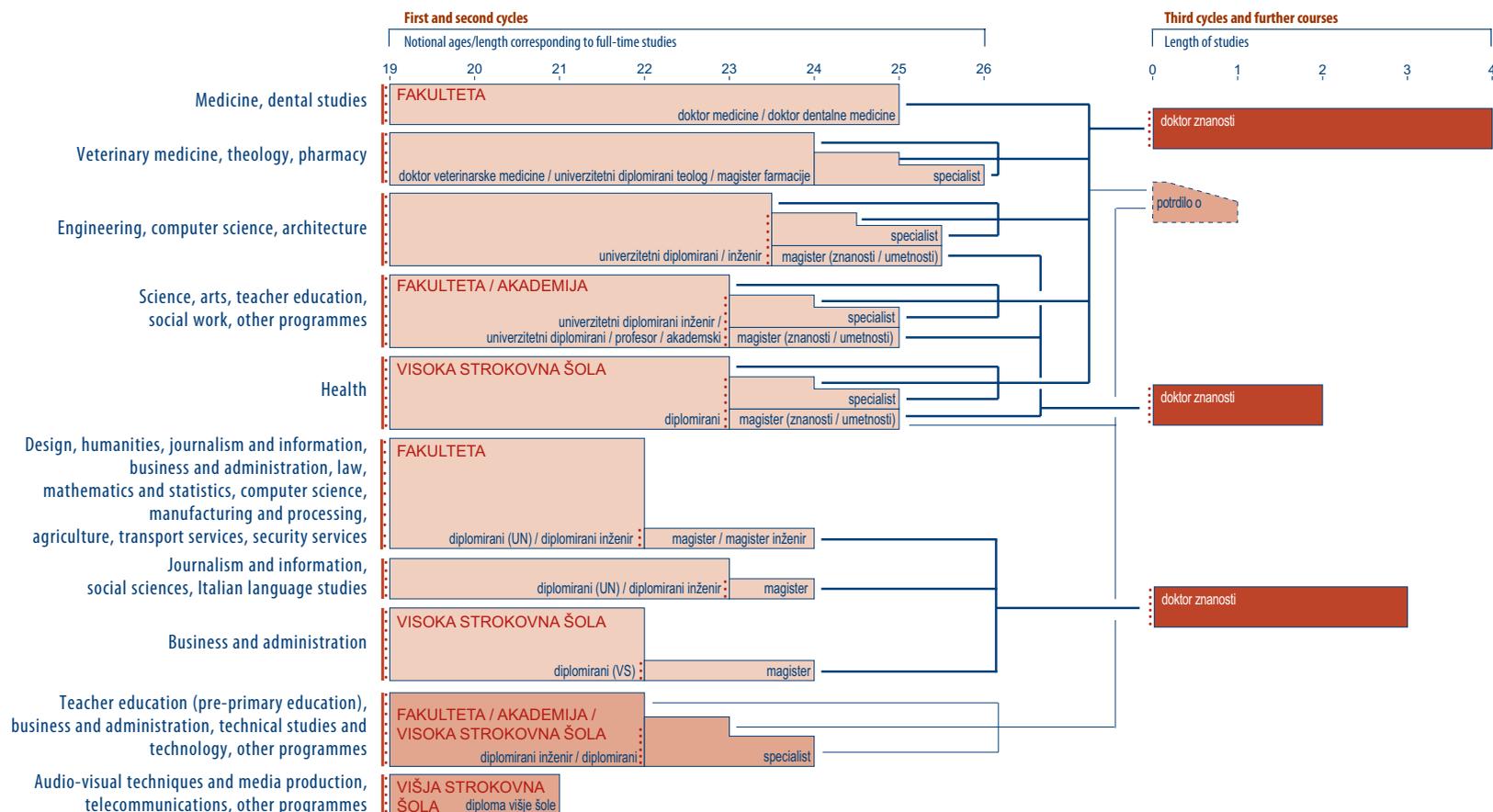
by law and are offered by faculties and academies in all disciplines. They build on degrees that require normally four, but in some cases also four and a half, five or six years of study.

According to the higher education legislation (the 2004 ASHE Act), the new structure in accordance with the proposed Bologna patterns is to be gradually implemented in all fields of study and all types of institution. However, single higher professional colleges that are allowed to conduct research activities can only offer the doctoral level of studies if they fulfil the requirements or if the studies are offered in cooperation with universities. Higher education institutions are obliged to establish the three-cycle structure. The enrolment of students in the new structure started in the 2005/06 academic year. They can however still enrol in the old structure. The 2009/10 academic year has been set as the final time limit. Once a new study programme has been introduced, it will no longer be possible to offer the old one. The 2008/09 academic year will therefore be the last year during which enrolment in current programmes will still be possible.

A first cycle (equivalent to Bachelor's) includes three to four years of theoretically or professionally oriented studies. Both theory-based and professionally oriented programmes are organised, and provide qualifications for gaining entry to Master's programmes, which in turn give direct access to ISCED level 6.

It is possible to continue and obtain a second degree (equivalent to Master's) which requires one additional year (4+1) or two additional years (3+2). In general, all second degrees provide access to three-year doctoral studies (or the labour market). In this post-reform structure, the Master's qualification is equivalent to a Master's degree (in Bologna terms).

These old Master's programmes (Master of Science, Master of Arts) are also regarded as a first step and prerequisite for **doctoral studies**. Indeed, since the 1993 Higher Education Act, it has been possible to study for a doctorate in two ways: by embarking on a four-year course after the first degree including theoretical courses and personal research work, and by completing a two-year Master's course and then two further years of doctoral study. Taught courses are not



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure/limitation of places at institutional level
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places at national/regional level

The amendments to the Higher Education Act 2006 (Article 15) stipulate that the qualifications *magisterij znanosti* and *specializacija* (acquired before 2006) are equivalent to a degree from the third cycle of the Bologna process structure.

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necessarily part of two-year doctoral studies, which are based on individual research and consultation with mentors.

According to the Amendments and Supplements to the Higher Education Act (ASHE), adopted in 2004, doctoral studies last three years (180 ECTS credits). The length of doctoral studies is a consequence of the Bologna process reform. Any second-degree graduate may be admitted to doctoral study programmes.

Taught courses are included in doctoral programmes. They amount to at least 60 credit points and are usually held before individual research. A doctoral candidate has either the status of a student or an early stage researcher. Early stage researchers take part in the special Young Researchers programme, which has existed since 1985. Young researchers participate in research work during their postgraduate studies and have regular, fixed-term employment contracts. The Slovenian Research Agency finances their salaries and social contributions, as well as material and non-material costs for research and postdoctoral study.

It is possible to obtain a doctorate as a **joint degree** at two or more universities. Universities from other European countries and from third countries may be included. The ASHE 2004 provides for joint degrees. The Council for Higher Education adopts the criteria for the design and adoption of joint study programmes. All higher education institutions that design and offer such programmes are obliged to conclude a special agreement precisely defining joint diplomas and diploma supplements.

With effect from 2002 (criteria of the Council for Higher Education), application of the credit system based on **ECTS** became obligatory for all programmes. It is used both as a transfer and accumulation system. The 2004 ASHE Act stipulates that ECTS must be applied in all first-, second- and third-cycle programmes, and that ECTS credits must be allocated to all educational components of a study programme and reflect the amount of work done by the student. In November 2004, the Council for Higher Education enforced the criteria for the implementation of a credit system based on the 2004 ASHE Act.

The **Diploma Supplement** (DS) has been issued in Slovenia since the 2000/01 academic year. The 2004 ASHE Act stipulates that from 2005/06, the DS must accompany each first-, second- and third-cycle diploma, and be issued automatically free of charge in Slovene and in one of the official languages of the European Union. The content details of the DS were determined by the Minister for Higher Education at the proposal of the Council for Higher Education. The ministry organised seminars/workshops and provided special financial incentives, and covered the costs of materials, translations and the additional work of staff for all higher education institutions for the first introduction of the DS.

The implementation of the three-cycle structure and ECTS is supported by the Bologna promoters team; special seminars organised by the ministry in cooperation with the Centre of the Republic of Slovenia for Mobility and European Educational and Training Programmes; annual tenders for co-financing of international cooperation of higher education institutions; annual tenders for development of new study programmes in accordance with the Bologna

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degree structure within the framework of the European Social Fund; and the Socrates/Erasmus programme.

In 2005, three ministries (the Ministry of Education and Sport, the Ministry of Higher Education, Science and Technology and the Ministry of Labour, Family and Social Affairs) organised a national public consultation on the European Qualifications Framework and prepared a report. A working group, composed of representatives of the three ministries and other stakeholders, was established for the national consultation. It has already prepared a project for the development of a **National Qualifications Framework**, but at this moment it is not possible to indicate the date of its adoption.

Currently, the **quality assurance** system includes accreditations and both internal and external evaluation of institutions and programmes.

Accreditations are the responsibility of the Council for Higher Education (CHE) of the Republic of Slovenia (*Svet za visoko šolstvo Republike Slovenije*). The Government of the Republic of Slovenia established the CHE in 1994. The government appoints its

president and fifteen members. Among them are three student representatives proposed by the Student Organisation of Slovenia in cooperation with the student councils of universities and independent higher education institutions. There are no international experts in the CHE, but they do occasionally participate in expert groups for accreditation.

The CHE is responsible for determining the criteria for accreditation and re-accreditation of higher education institutions and study programmes. It also determines the criteria for the design and accreditation of joint study programmes, applying the principles for establishing a European higher education space, as well as other international principles and recommendations for the design of such programmes. It determines the criteria for credit assessment of study programmes under ECTS and defines the minimum proportion of optional courses in study programmes, as well as determining criteria for transfers between study programmes and criteria for recognising knowledge and skills acquired prior to enrolment in the programme. The CHE also provides professional opinions

on compliance with conditions for the establishment or transformation of a higher education institution, gives consent for study programmes, give opinions regarding the criteria of higher education institutions for appointments of higher education teachers and scientific workers, and cooperates with foreign accreditation institutions and their experts.

According to article 2 of the standing order, the CHE performs its tasks independently.

Internal evaluations are the responsibility of higher education institutions, and their quality assessment commissions prepare annual self-evaluation reports. They are assisted in this task by the National Higher Education Quality Assessment Commission (*Nacionalna komisija za kvaliteto visokega šolstva*), which is composed of representatives of higher education institutions and students. The system and methodology of self-evaluation were developed jointly by HEIs and the National Commission. The National Commission collects institutional reports and publishes the annual national report. It performs its activities according to the rules determined in cooperation with the senates of higher

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education institutions and criteria defined by the Council for Higher Education. Until now, **external evaluations** have been performed at random and according to the decisions of HEIs themselves. In October 2004, the National Commission issued Rules on External Evaluation Criteria in order to establish a national system of regular external evaluations. As stipulated by the new ASHEA 2006, in future, the responsibilities of the CHE will be extended to include the tasks of external evaluations

as well. The CHE will create a senate for evaluations that will set up and guide the external evaluations procedures. A special independent unit within the Ministry of Higher Education will provide technical assistance to the CHE.

The work of the Council for Higher Education of the Republic of Slovenia and the National Higher Education Quality Assessment Commission is not a subject to peer review by another national or international quality assurance agency. The Commission must

report about its work to the Ministry of Higher Education, Science and Technology and to the Council for Higher Education once a year and is obliged to provide explanations on request.

The National Commission is a member of the CEE Network (Central and Eastern European Network of Quality Assurance Agencies in Higher Education) and participates in the European Association for Quality Assurance in Higher Education (**ENQA**) sessions.

Legislative and/or official references

Date	Term in English	Term in national language
17 October 2003	Higher Education Act (Official Gazette RS 67/1993, 39/1995 Odl. US: U-I-22/94-15, 18/1998 Odl.US: U-I-34/98, 35/1998 Odl.US: U-I-243/95-13, 99/1999, 64/2001, 100/2003)	Zakon o visokem šolstvu (Uradni list RS RS 67/1993, 39/1995 Odl. US: U-I-22/94-15, 18/1998 Odl.US: U-I-34/98, 35/1998 Odl.US: U-I-243/95-13, 99/1999, 64/2001, 100/2003)
10 June 2004	Amendments and Supplements to the Higher Education Act (ASHEA), Official Gazette RS, No. 63/2004	Zakon o spremembah in dopolnitvah zakona o visokem šolstvu, Uradni list RS, št. 63/2004
15 July 2004	Higher Vocational Education Act, Official Gazette RS, No. 86/2004	Zakon o višjem strokovnem izobraževanju, Uradni list RS, št. 86/2004
11 June 2006	Professional and Scientific Titles Act, Official Gazette RS, No. 61/06	Zakon o strokovnih in znanstvenih naslovih, Uradni list RS, št. 61/06
June 2006	Amendments and Supplements to the Higher Education Act, Official Gazette RS, No. 94/2006	Zakon o spremembah in dopolnitvah zakona o visokem šolstvu, Uradni list RS, št. 94/2006

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The new Higher Education Act adopted in April 2002 and amended in November 2003 regulates arrangements associated with the Bologna Process.

The degree structure based on **three main cycles** has been implemented since 1996. The new act clearly distinguishes between Bachelor's, Master's and doctoral programmes. Bachelor's degrees are generally awarded after three or four years of study, while Master's degree courses may last between one and three years.

The former long-cycle programmes have gradually been phased out since the 2005/06 academic year and incorporated into Master's courses. According to the Higher Education Act, in special cases, following the statement of the Accreditation Commission owing to specificities of the study field, the Ministry of Education may allow the first and second levels of higher education studies to be combined into one unit. The only exceptions are programmes in Catholic theology, medicine, veterinary medicine and pharmaceutical fields of study, which remain the only fields of study offered in the form of a single long course.

The standard length of full-time **doctoral programmes** varies between three and four years (the exact standard number of credits recommended by decree is 60 per academic year). Ph.D. studies are completed following the defence of a dissertation, and lead to the academic degrees of *doktor* (in general fields) or *doktor umenia* (in artistic fields). In the field of Catholic theology, a *licenciát teológie* degree (completed after two years of study) is required for access to the one-year programme leading to the *doktor* and *doktor teológie* degrees. Theoretical courses are compulsory and occur in parallel to individual research. Doctorates may be awarded at two or more national or foreign European universities. Those preparing a doctorate have the status of PhD students who receive a scholarship corresponding to the salary level of early-stage academic staff.

At present, the National Qualifications Framework has not yet been implemented. The Ministry of Education has provided the Consultative Document of the European Qualifications Framework to all relevant stakeholders for discussion, and has worked on a common position. Implementation of the NQF is planned for 2009.

There is only **one joint degree** awarded together with a German university.

ECTS has been completely implemented since 2005/06 at BA/MA/doctorate levels. It was first introduced in 1998 in the framework of European mobility programmes. Since 2002, the legislation has included the obligation to implement the credit system on the basis of ECTS (for both transfer and accumulation purposes) and to publish the ECTS information package in all HEIs by the 2005/06 academic year at the latest. Information packages have been used since the start of the Erasmus/Socrates programme in the university sector as a tool for facilitating study orientation for incoming/outgoing students and academic staff.

The **Diploma Supplement** (DS) was first introduced in the Technical University at the end of the 2002/03 academic year. According to the current legislation, it is to be fully introduced by all HEIs for students who started their higher education in the 2005/06 academic year. The contents of the DS have been determined by special Ministry of Education regulations. It will then be issued automatically and free of charge in Slovak to all students. The English version of the DS may

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be issued in return for payment, depending on the costs incurred by HEIs in producing it. When introduced, it will be provided at all three levels (i.e. BA/MA/Doctorate). This rule applies to graduates of HEIs pursuing study programmes reaccredited in accordance with the new Higher Education Act.

In order to achieve optimal implementation of the Bologna reforms, a project called the National Team of Bologna Promoters (*Národný tím bolonských promótorov*) was prepared in June 2004.

The Ministry of Education, in cooperation with the Rectors' Conference, the Council of Higher Education Institutions and the Socrates National Agency, selected the national team of seven Bologna Promoters from all regions. The project covered the period from 1 July 2000 to the end of June 2005. This period was extended from 1 July 2005 to December 2006, and the members of team also included representatives of the Student Higher Education Council.

Supervision is ensured by the entire system of control and managerial activities in the education sector, including activities of the Accreditation Commission.

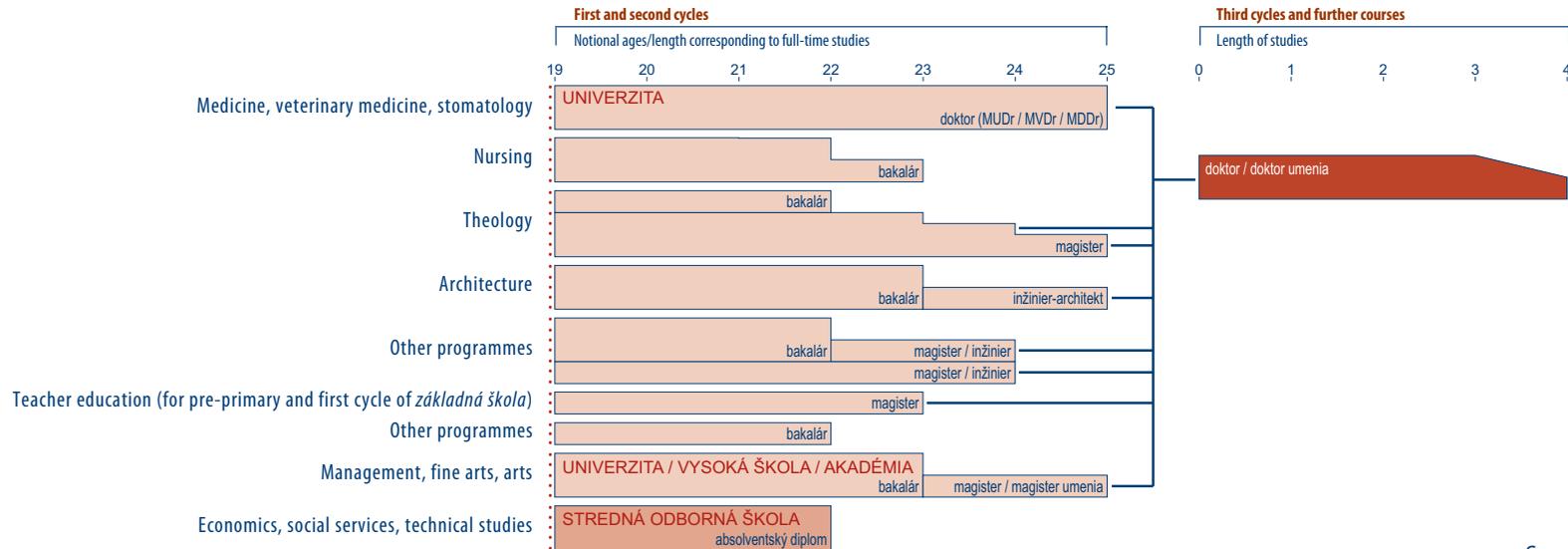
The **external evaluation** of HEIs is an integral part of **accreditation**. It has been provided for in legislation since March 2003, and is carried out by the Accreditation Commission (*Akreditačná komisia*, or AC). When checking the performance of higher education activity in science, technology and art, the AC uses the findings of internal quality assessment by institutions (included in a report but not published), prepares peer reviews, and then after evaluating activities as a whole, submits proposals to the Ministry of Education. Statements by the AC are the basis for decisions taken by the Ministry (e.g. recognition of the right to award a particular degree to graduates in a given field) and the government (e.g. state consent to function as a private institution).

The AC, which was established by the government in 1990 as its advisory body, consists of 21 members, including foreign experts. They are appointed for a period of six years (renewable for one further term). It monitors and independently evaluates the quality of the teaching, research, development, artistic or other creative activities of HEIs and contributes to their improvement. It generally assesses conditions under which such activities

are carried out at individual institutions and prepares recommendations for enhancing their work. The AC may inform the public about its findings.

The AC carries out accreditation of the individual activities of institutions. It gives its opinion on the capacity of institutions to implement a particular study programme and award the corresponding degree to graduates, as well as to conduct habilitation and professors' nomination procedures, and to submit proposals for establishment, merger, affiliation, split, dissolution, etc. The AC also carries out regular complex accreditation of all HEIs at six-year intervals. The AC can request information from an HEI regarding accredited activities during the validity of accreditation.

An addendum to the new Higher Education Act lists the background materials that institutions should submit to the Accreditation Commission when accrediting their individual activities or when carrying out complex accreditation. In March 2003, the Ministry published the evaluation criteria and method for accrediting the individual activities of institutions as well as for complex accreditation.



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure/limitation of places at institutional level
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places at national/regional level

MUDr Doktor všeobecneho lekárstva | MDDr Doktor zubného lekárstva | MVDr Doktor veterinárskeho lekárstva

In the field of Catholic theology, the PhD programme consists of a two-year stage that results in the *licenciát teológie* degree (ThLic) followed by a one-year stage resulting in the degree of *doktor* (PhD) and *doktor teológie* (ThDr).

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The Accreditation Commission (*Akreditacna komisia*) has been a full member of the European Association for Quality Assurance in Higher Education (**ENQA**). It is also a member of the INQAAHE (International Network for Quality Assurance Agencies in Higher Education) and its regional sub-network CEENQAAHE (Central and Eastern Europe Network for Quality Assurance Agencies in Higher Education).

As regards student participation, the representatives of the Student Higher Education Council participate regularly at the Accreditation Commission meetings but do not participate in the governing board. The Accreditation Commission has so far not been subject to peer review. In addition, the civic association ARRA (Academic Ranking and

Rating Agency) was established and registered by the Ministry of the Interior in October 2004. The first annual report was prepared in the same year. In 2005, the agency provided a ranking of public universities according to a set of selected indicators for measuring and comparing the quality of education and research. In 2005, the Ministry of Education, in close cooperation with the Slovak Rectors' Conference, asked the EUA for an institutional evaluation of all universities.

In the course of **internal quality** assessment, the scientific boards of HEIs regularly evaluate (at least once a year) an institution's standards in terms of educational activities in the fields of science, technology and art. The results of such evaluations are included in a report. In accordance with the Higher

Education Act, all institutions are responsible for introducing their own quality assurance system. Some universities develop practices based on national and international projects for developing their internal evaluation programmes. At some universities, quality assurance guidelines are also being prepared.

Students are involved in internal evaluation procedures. Students make up at least one third of the academic senate of an HEI or a faculty, which enables them to participate directly in decision-making on major issues concerning the tasks of the HEI or faculty. According to the Higher Education Act, each student has the right to express him or herself about the quality of teaching and teachers by means of anonymous questionnaires, at least once a year.

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Legislative and/or official references

Date	Term in English	Term in national language
21 February 2002 (implemented on 1 April 2002)	Act No. 131/2002 of the Law Code on Higher Education and on Changes and Supplements to Some Laws	Zákon č.131/2002 Z.z. o vysokých školách a o zmene a doplnení niektorých zákonov
27 September 2002 (implemented on 1 November 2002)	Decree No. 614/2002 of the Law Code of the Ministry of Education of the Slovak Republic on the Credit System of Study	Vyhláška č.614/2002 Z.z. Ministerstva školstva Slovenskej republiky z 27. septembra 2002 o kreditovom systéme štúdia
6 November 2003 (implemented on 1 January 2004)	Act No. 528/2003 of the Law Code whereby is amended the Act No. 131/2002	Zákon č. 528/2003 Z.z. ktorým sa mení a dopĺňa zákon č.131/2002 z.z.
30 June 2004 (implemented on 1 September 2004)	Act No. 455/2004 of the Law Code on the establishment of General Milan Rastislav Štefánik Army Academy, the amalgamation of the Army Air Force Academy of the General Milan Rastislav Štefánik in Košice with the Technical University in Košice, the establishment of the National Defence Academy of Marshal Andrej Hadik and the amendment of some laws.	Zákon č. 455/2004 Z.z. o zriadení Akadémie ozbrojených síl generála Milana Rastislava Štefánika, o zlúčení Vojenskej leteckej akadémie generála Milana Rastislava Štefánika v Košiciach s Technickou univerzitou v Košiciach, o zriadení Národnej akadémie obrany maršala Andreja Hadika a o zmene a doplnení niektorých zákonov

TURKEY

The Higher Education Law of October 1981 governs the activities of the entire higher education system in Turkey, including the short cycle of higher vocational schools (*Meslek yüksek okulları*).

The universities are founded by law, whereas their faculties, institutes and four-year (vocational/professional) higher schools are founded by decision of the parliament. The new two-year vocational higher schools and their departments are established following approval of a university request by the Council of Higher Education (*Yükseköğretim Kurulu*, YÖK). YÖK is a constitutional, non-political state body responsible for the organisation, planning, recognition and supervision of all higher education institutions (HEIs).

Since 1981, the Turkish higher education system has consisted of a structure based on **three main cycles**: Bachelor's, Master's and Doctorate. In the fields of medicine, dentistry, pharmacy, veterinary medicine and law, programmes are based on a one-tier system, equivalent to combined Bachelor's and Master's programmes.

Students who complete an ISCED 5B programme can access an ISCED 5A programme by

taking a centrally administered examination. Students who pass this examination can continue their studies in the third year of the ISCED 5A programme after having successfully completed a 'bridging' course for up to one year.

The theoretical part of the **doctoral** programme (*Doktora Diploması*) contains a minimum of seven courses (21 national credits). The courses have to be completed prior to individual research. It takes at least 4 years of full-time work to complete a doctorate.

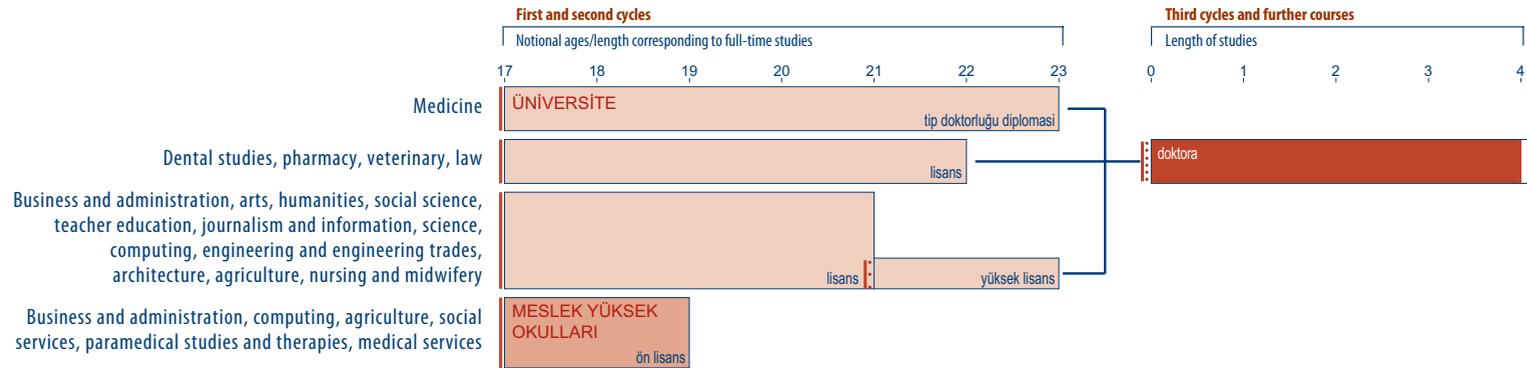
Since 2003, a change in the 1996 Regulations on Graduate Education allows Bachelor's degree holders direct access to doctorate programmes if their performance at the Bachelor's degree level is exceptionally high and their application is approved. For these students, the theoretical part of the doctorate programme consists of a minimum of 14 courses, with a minimum of 42 national credits.

Most doctoral students are employed as research assistants at their universities. Their status is that of a government employee with social security and health insurance coverage

on a temporary basis until they receive their doctoral degree.

The Regulation on the Establishment of Joint and Dual Degree Programmes with Foreign Higher Education Institutions of December 2006 encourages the establishment and provision of international **joint and dual higher education programmes** in Turkey. Universities can set up and carry out joint degree programmes through international partnerships upon approval by the YÖK. Eight Turkish universities together with the State University of New York offer joint programmes leading to a dual Bachelor's degree in different fields of study. In addition, one Turkish university offers a joint Bachelor's programme leading to a dual degree with the *Fachhochschule Bochum* in Germany. Joint Master's programmes also exist, but they are not subject to approval by the YÖK.

The organisation process of the **National Qualifications Framework** will be centralised. The authority in charge of the development of the framework is the YÖK. Other authorities involved in the organisational process are the Interuniversity Board (*Üniversitelerarası Kurul*, ÜAK), an academic advisory body comprising the rectors of



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure/limitation of places at institutional level
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places at national/regional level

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all universities and one representative elected by the senate of each university, the Turkish University Rectors' Conference (*Türk Rektörler Komitesi*, TURC) and the National Commission for Academic Assessment and Quality Improvement in Higher Education (*Yükseköğretim Akademik Değerlendirme ve Kalite Geliştirme Komisyonu*, YÖDEK). The National Commission on the National Qualifications Framework of Higher Education (*Ulusal Yükseköğretim Nitelikleri Çerçevesi Komisyonu*), a new body for organisational purposes, was also established. This commission consists of a core group of four members: one member from the Council of Higher Education, one university rector, the President of the YÖDEK and the Chairman of the Executive Board of the Educational Volunteers Foundation of Turkey (*Türkiye Eğitim Gönüllüleri Vakfı*, TEGV). If necessary, the group will ask representatives of the business world (employers and employees) and students to participate in its work. Other stakeholders such as trade associations, doctors' associations, etc. will be invited to the meetings of the commission related to the process of establishing a national qualifications framework. Sub-committees

will be established to conduct research and prepare surveys and reports, which will then be discussed by the relevant stakeholders. It is expected that the organisation process to prepare the national qualifications framework will be completed before the 2007 Ministerial Meeting on the Bologna Process.

ECTS was first introduced in HEIs in 2001. Since the end of the 2005/06 academic year, the implementation of ECTS has been made mandatory by the YÖK. ECTS is used for credit transfer in the context of EU student mobility programmes only. In general, all HEIs also use the independent national credit system which is not fully compatible with ECTS. The existing credit system is based on contact hours (i.e. theoretical or practical hours per week).

The **Diploma Supplement** (DS) was first introduced in HEIs in 2001. Similar to ECTS, the DS will be fully implemented from the end of 2005/06. The national DS template was created in line with the UNESCO European Centre for Higher Education (CEPES) standards under the coordination of the YÖK. The standard Turkish DS model is issued in universities, which issue it with the diploma on request by the student. The DS is delivered in Turkish and one of the three main languages of the EU (English,

German or French). The first copy of the DS is free of charge; further copies are delivered in return for payment. As of May 2006, 20 Turkish universities have already issued 4 711 DS.

Control and follow-up measures exist for the implementation of ECTS and the DS. For the latter, a special consulting office at the YÖK was established. This office checked the DS prepared by the universities and gave general technical advice.

As regards **quality assurance**, a Regulation for Academic Assessment and Quality Improvement at Higher Education Institutions was enacted on 20 September 2005. This regulation complies with the recommendations and criteria of the Berlin Communiqué and those for quality assurance standards and guidelines in the European higher education area developed by ENQA. The regulation establishes the principles for evaluating and improving the quality of educational, instructional and research activities and of administrative services at HEIs institutions. It also describes the approval and recognition of their level of quality through independent external assessment.

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The Regulation for Academic Assessment and Quality Improvement embodies the five key elements of an evaluation system listed in the Berlin Communiqué (internal assessment, external review, participation of students, publication of results and international participation). It ensures the annual **internal academic assessment** of HEIs at all levels of studies as well as administrative services from the beginning of 2006. It also prescribes a cyclical **external assessment** every five years at the institutions' own discretion, with the assessment results available to the public.

The first internal assessment of all universities, as well as the external assessment of some, will be completed with their results published before the 2007 Bologna Process Meeting.

The Regulation for Academic Assessment and Quality Improvement also aims at establishing independent national associations and councils that are capable of carrying out academic assessment and quality improvement activities at HEIs in accordance with European standards for quality assurance.

The YÖDEK is the independent body for quality assurance and is responsible for establishing principles, standards and guidelines related

to internal and external quality assurance activities at HEIs, as well as those for the certification of independent national associations, establishments and councils that are capable of carrying out external evaluation at institutional, academic unit or programme level, based on published standards and guidelines.

For example, the YÖDEK examines the annual self-assessment reports prepared by the different HEIs and prepares the general annual Academic Assessment and Quality Improvement in Higher Education Report, which has to be submitted to the Presidencies of the YÖK and ÜAK as a contribution to the development of higher education strategies at national level.

The YÖDEK has nine members and was set up by the ÜAK in September 2005 under the framework of the Regulation for Academic Assessment and Quality Improvement at Higher Education Institutions. According to the amendment of this regulation adopted in December 2006, one student is appointed as an additional full member of YÖDEK by the National Student Council of Higher Education Institutions (*Yükseköğretim Kurumları Ulusal Öğrenci Konseyi*).

At present, the Turkish higher education system is open to evaluation from abroad (international peer review) – a practice widely used by many universities. For example, most of the engineering programmes of four Turkish universities were evaluated by the ABET (Accreditation Board for Engineering and Technology, the only American accreditation agency for countries outside the USA) and determined as 'substantially equivalent' to ABET-accredited programmes in the USA.

Among other international quality assessments exercised by Turkish HEIs is the review by the European University Association (EUA). So far, twelve Turkish universities have been successfully evaluated by the EUA through its Institutional Review Programme (IRP) and five others are currently at the stage of submitting their applications for participation in this programme in order to gain an increased strategic capacity and internal quality culture.

In addition, three Turkish universities participated in the first phase (2002/03) of the Quality Culture Project conducted by the EUA. One Turkish university participated in the second phase of the project (2003/04), and two universities were selected for its third phase in 2005.

TURKEY

A new Regulation for Student Councils of Higher Education Institutions and the National Student Council of Higher Education Institutions was enacted on 20 September 2005 by the YÖK. The National Student Council was constituted in December 2005 and plans

to apply for membership to the National Unions of Students in Europe (ESIB). The new regulation provides students with complete bottom-up organisational power, from the departmental, programme and major level up to HEI level as well as national level. The

main aim is to increase the degree of student participation, involvement and contribution.

The YÖDEK intends to apply to join the European Association for Quality Assurance in Higher Education (**ENQA**) in the future.

Legislative and/or official references

Date	Term in English	Term in national language
4 October 1981 (revisions in subsequent years)	The Higher Education Law No. 2547	2547 sayılı Yüksek Öğretim Kanunu
1 July 1996 (revision in August 2003)	Regulations on Graduate Education	Lisansüstü Eğitim ve Öğretim Yönetmeliği
20 September 2005	Regulation for Academic Assessment and Quality Improvement at Higher Education Institutions	Yükseköğretim Kurumlarında Akademik Değerlendirme ve Kalite Geliştirme Yönetmeliği
20 September 2005 and its amendment of 28 December 2006	Regulation for Student Councils of Higher Education Institutions and the National Student Council of Higher Education Institutions	Yükseköğretim Kurumları Öğrenci Konseyleri ve Yükseköğretim Kurumları Ulusal Öğrenci Konseyi Yönetmeliği
28 December 2006	Regulation on the Establishment of Joint and Dual Degree Programmes with Foreign Higher Education Institutions	Yükseköğretim Kurumlarının Yurtdışındaki Kapsama Dahil Yükseköğretim Kurumlarıyla Ortak Eğitim ve Öğretim Programları Tesisi Hakkında Yönetmelik

Websites

Council of Higher Education (YÖK): <http://www.yok.gov.tr>

UNITED KINGDOM – England, Wales and Northern Ireland

Higher education institutions (HEIs) in England, Wales and Northern Ireland are independent, self-governing bodies empowered by a Royal Charter or an Act of Parliament to develop their own courses and award their own degrees. Although the power to award degrees and to use the legal title 'university' are protected in law, degrees and other higher education qualifications are legally owned by the awarding institution. Institutional autonomy means there are no significant legal obstacles to introducing the Bologna reforms, and the higher education sector has responded positively to the developments arising from the Bologna Process.

Although the organisation of higher education programmes is not regulated by law, the traditional structure of **three main cycles** meets the basic Bologna requirement since, for full-time students, the first cycle is generally either three or four years. Some professional degrees, for example in medicine and dentistry, are longer. The first cycle also includes a wide range of short-cycle qualifications at different levels, such as Foundation Degrees and Diplomas of Higher Education. Holders of such qualifications may enter employment directly, but if they continue in higher education they

may be able to transfer to the second or third year of a Bachelors programme. The second cycle includes not only Masters degrees (of differing durations including one and two years and including both taught programmes and research programmes) but also a range of short-cycle qualifications at Masters level and below.

Students entering **doctoral programmes** are normally in possession of a Masters degree, but in some cases a student with good results in a Bachelors degree with Honours in a relevant discipline may be able to embark on a doctorate without a Masters degree with the agreement of the doctoral supervisor(s). There is a broad diversity of doctoral level programmes including programmes which equip students for the labour market and programmes which equip students for academia. The latter may include training in teaching in higher education. There are no general requirements for research training, but Research Councils (which fund postgraduate studies) may require one year's training in research methods (the MRes) before the doctorate. A doctorate normally requires three to four years' full time study, although many doctoral students are part-time. The required

period of registration is set by institutional regulations, but Research Council funded students receive this funding for a maximum period of four years. All doctoral candidates have student status.

Graduate teaching or research assistantships may be available to some students on Masters and doctoral programmes. Under these schemes, students receive direct payment or a waiver of their fees (or sometimes both) in return for undertaking teaching or research duties. Teaching duties would normally be limited to leading tutorials and seminars and/or supporting the teaching of practical work on Bachelors programmes. These students are often offered professional development opportunities. Guidance on providing students with appropriate opportunities is provided in section 1 of the Quality Assurance Agency (QAA)'s *Code of Practice for the Assurance of Academic Quality and Standards in Higher Education* published in 2004. A UK HE sector working group has mapped the *European Charter for Researchers and Code of Conduct for their Recruitment* against existing legislation, guidelines and good practice in the UK. The mapping demonstrated that in most cases the UK already meets the requirements

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of the *European Charter and Code* and that there is no major barrier to UK HEIs wishing to adopt the *Charter and Code*.

Higher education institutions have long experience of offering programmes and awards in partnership with other institutions within the UK and abroad. These may variously lead to a single **joint award or double degrees**. There are no legal barriers to awarding joint or dual degrees with international partners provided that an institution has appropriately formulated its statutes and regulations. Section 2 of the QAA's *Code of Practice* covers joint study programmes and joint and dual awards.

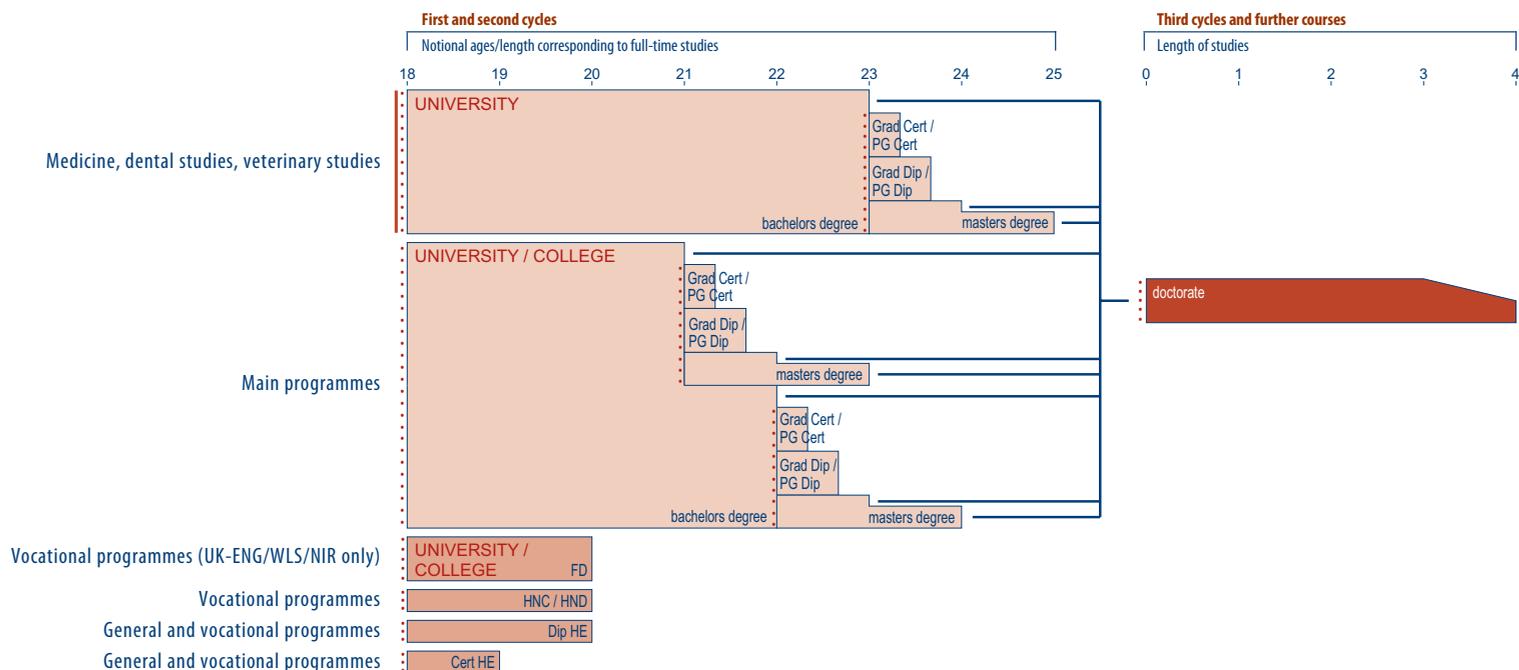
Titles of degrees are not regulated by law but generic descriptors for all higher education qualifications and advice on qualification nomenclature are included in the **Framework for Higher Education Qualifications** (England, Wales and Northern Ireland) introduced by the QAA in January 2001 for implementation from September 2003. These descriptors provide guidance on qualification nomenclature to assist institutions in achieving consistency in the ways in which qualification titles convey information about the level, nature and subjects of study. The qualifications

framework does not currently specify minimum or typical volumes of learning by reference to units of credit.

Credit systems are widely used in England, Wales and Northern Ireland but their application is ultimately a matter for the individual institutions to decide upon at their discretion. Most institutions participating in the Socrates-Erasmus programme have used **ECTS** for transfer since its introduction in 1989. Other credit systems are used to support academic planning and delivery, for the recording of individual student achievement, and to facilitate student progression, both into and within HE. Although there are differences between the systems, they are always based on learning outcomes recognising notional student workload. Practice has converged on the use of 120 UK credits to represent the equivalent of a year of full-time academic undergraduate (first cycle) study and 180 credits to represent a calendar year of postgraduate (second cycle) study, reflecting the additional weeks in the postgraduate year of study. These equate to 60 and 90 ECTS respectively and thus comply with the recommendations and proposals for an overarching Framework for Qualifications of

the European Higher Education Area (EHEA). In Wales, a national credit accumulation and transfer system has been established. Since 2003, all post-16 qualifications have been gradually brought into the Credit and Qualifications Framework for Wales (CQFW) and the majority of Welsh HEIs continue to work collaboratively on its implementation. In England, a number of credit consortia (voluntary groups of institutions) have collaborated over many years on the development and use of credit based systems. More recently, there has been convergence in respect of the basis upon which credit is awarded, and the credit tariff. In 2005, the sector-wide Measuring and Recording Student Achievement Steering Group (chaired by Professor R. Burgess) consulted stakeholders on developing national credit arrangements in England, and found a clear consensus for national arrangements in the form of flexible guidelines. In November 2006, the Group published credit arrangements for England, which are compatible with ECTS.

Following the recommendations of the 1997 Dearing Report (the National Committee of Inquiry into Higher Education), England, Wales and Northern Ireland were committed



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure/limitation of places at institutional level
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places at national/regional level

Cert HE	<i>Certificate of Higher Education</i>	Grad Cert	<i>Graduate Certificate</i>	HND	<i>Higher National Diploma</i>
Dip HE	<i>Diploma of Higher Education</i>	Grad Dip	<i>Graduate Diploma</i>	PG Cert	<i>Postgraduate Certificate</i>
FD	<i>Foundation Degree (UK-ENG/WLS/NIR)</i>	HNC	<i>Higher National Certificate</i>	PG Dip	<i>Postgraduate Diploma</i>

The full flexibility of learning paths is not apparent from the above diagram, as opportunities for transferring from one programme to another and the flexibility at the end of undergraduate programmes (ISCED level 5A 1st programmes) are not illustrated.

Programmes are available on a full-time, part-time or flexible basis to students of all ages. In Scotland appropriately qualified students can start at 17. Many different types of programme are available, not all of which can be distinguished in the diagram. In Scotland, courses leading to an ordinary bachelors degree normally last three years, while courses leading to a bachelors degree with honours are typically four years. In the rest of the UK, three-year honours degree courses are more common, but there are also many four-year courses, particularly those which include UK or overseas placements. Masters degrees are awarded after completion of taught courses (lasting typically one calendar year), programmes of research (typically two years), or a mixture of both. Research masters programmes may lead to the degree of MPhil (Master of Philosophy) or MRes (Master of Research). Some masters degrees in, for instance, chemistry, engineering, mathematics, pharmacy and physics are integrated into undergraduate programmes lasting a year longer than honours degree programmes. Doctorates normally require a minimum of three years of original research which may include the time spent working towards an MPhil. Some doctoral programmes also include a taught element.

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to the development of a Student Progress File with two elements – the first matching in large part the requirements of the **Diploma Supplement** (DS), the second providing a personal development file. HEIs are now gradually implementing the Diploma Supplement, which is issued automatically to all students in some institutions. Where provided, it is issued in English and free of charge. Some HEIs in Wales issue the Diploma Supplement in English and Welsh.

As the traditional structure of higher education programmes meets the basic Bologna requirements for a three-cycle structure, there are **no policies** to encourage or enforce compliance. The work of the Measuring and Recording Student Achievement Group has already been mentioned regarding ECTS. The Group is working jointly with the UK HE Europe Unit (a sector-wide initiative aiming to bring the position of the UK HE sector to EU and Bologna Process policy-making forums), to ensure that UK developments will interface with ECTS and other international transparency instruments such as the Diploma Supplement. The Diploma Supplement is now being implemented by HEIs with the encouragement of the Government and the

UK HE Europe Unit. The development of the Diploma Supplement has also been supported by the National Recognition Information Centre for the United Kingdom – UK NARIC as a member of the European ENIC/NARIC network and promoted by conferences and other events offered in collaboration with the UK Socrates-Erasmus Council and the UK HE Europe Unit. A further way in which the Bologna process is promoted in the UK is through the 14 Bologna Promoters.

A comprehensive system for the maintenance of **quality** and standards in institutions has been established, broadly following the pattern proposed by the Dearing Report. The current external quality assurance processes in England, Wales and Northern Ireland focus on institutional management of quality and standards. They are predicated on higher education institutions having robust **internal quality** assurance mechanisms capable of providing verifiable information to the public about quality and standards at programme level.

The **Quality Assurance Agency** (QAA) was established in 1997 to provide an integrated quality assurance service for the UK higher education sector. The Agency is an

independent body funded by subscriptions from higher education institutions and through contracts with the four higher education funding councils in the UK. The Agency's role is to safeguard the public interest in sound standards of higher education qualifications and to encourage continuous improvement in the management of the quality of higher education. It does this by reviewing quality and standards and by publishing external reference points for quality that help higher education institutions to define clear and explicit standards. These external reference points include: the frameworks of higher education qualifications; subject benchmark statements and a ten-part *Code of Practice for Quality Assurance*. QAA reviews and audits are evidence-based processes using materials produced by institutions, including a self-evaluation document. The integrity and consistency of the QAA's review processes, which are peer reviews, is largely dependent on the participation of well-qualified and trained reviewers. The QAA publishes a person specification for reviewers setting out the qualities and experience they should have, and in selecting reviewers tries to maintain an overall balance in respect of aspects including

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gender, geographical location, subject balance and ethnicity. The Agency does not currently specifically seek nominations for reviewers from outside the UK, but has involved international colleagues in the review of some of the elements of the academic infrastructure and ran an auditor training programme for international participants in February 2007.

All QAA review activities result in published reports. These reports include judgments about quality and standards, and are available in hard copy and through the internet on the Agency's website, as are all documents relating to the Agency's standards and processes. The Agency does not have the power to close institutions or programmes or withdraw funding, but should a 'no confidence' judgment be made, the institution would have a period of one year to recover the situation either by improving or closing the provision. Should this not be achieved, then the appropriate Funding Council would take action. The QAA Board includes a student observer, appointed by the board on the advice of its nominations committee. Students play an active role in the review processes: they make a separate written submission to the audit/review team, and meeting(s) with students are an element in

every audit and review visit programme. QAA's audit Handbook 2006 sets out the details of the institutional audit process including the role of auditors and students and there is an additional, separate guide produced for students.

The Agency also has a member of staff dedicated to student matters including liaising with the National Postgraduate Committee and the National Union of Students and Universities UK in the 'Quality Takes Time' project on training in quality assurance for its members. Alongside this direct contribution to the QAA audit/review process, students are also involved in the National Student Survey (NSS), an essential element in the revised system of quality assurance for higher education. The NSS is commissioned by the higher education funding bodies to generate more detailed public information about teaching quality. The first full-scale survey ran in 2005 and covered all publicly funded HEIs in England, Wales and Northern Ireland. The survey was repeated in 2006, after which the frequency will be reviewed.

Higher education institutions in England, Wales and Northern Ireland have operated

internal quality mechanisms and the external examiner system for many decades.

There is no system for accrediting higher education institutions, but the right to award degrees and use university title is protected by the Government. Institutions without degree-awarding powers (such as further education colleges and some higher education colleges) may provide courses leading to degrees validated by institutions with degree-awarding powers (mainly universities and university colleges). There are many statutory and regulatory bodies associated with particular professions, which accredit higher education programmes and/or individual graduates according to their specific requirements.

The Department for Education and Skills in England is committed to the continued expansion of higher education and moving towards half the population entering higher education by the age of 30. The Welsh Assembly Government has targets to increase the participation of Welsh-domiciled higher education students studying in higher education institutions in Wales. The bulk of the expansion of higher education provision will come through new types of qualification, in particular, through foundation degrees, short

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first-cycle vocational qualifications designed specifically to offer opportunities to progress to a Bachelors degree.

The QAA has been a full member of the European Association for Quality Assurance in Higher Education (**ENQA**) since it was established in 2000 and is preparing for a review under the auspices of ENQA in the 2008/09 academic year. The Agency has participated in a number of ENQA projects

including the Transnational European Evaluation Projects (TEEP) and the Quality Convergence Studies (QCS), and is a member of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) and has official observer status in the Asia Pacific Quality Network. It also has bilateral links with other agencies throughout Europe and in other parts of the world. The Agency participates actively in OECD

and UNESCO higher education activities. Section 2 of the QAA's *Code of Practice* covers transnational provision originating in the UK which is delivered in other countries through partner institutions and QAA carries out audits of overseas partnership links and publishes the reports. QAA is subject to a range of national external reviews and requirements including those of the Higher Education Regulatory Review Group (HERRG).

Legislative and/or official references

Date	Term
July 1997	Dearing Report. National Committee of Inquiry into Higher Education. <i>Higher Education in the Learning Society</i> .
September 2004	Quality Assurance Agency (QAA). <i>Code of Practice for the Assurance of Academic Quality and Standards in Higher Education: Section 1 (Postgraduate Research Programmes)</i>
September 2004	Quality Assurance Agency (QAA). <i>Code of Practice for the Assurance of Academic Quality and Standards in Higher Education: Section 2: Collaborative Provision, and Flexible and Distributed Learning (including e-learning)</i>

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Websites

Bologna Secretariat: www.dfes.gov.uk/bologna/

Higher Education Funding Council for England (HEFCE): www.hefce.ac.uk/

UK NARIC Diploma Supplement pages: www.uknec.org.uk/index.asp?page=90

Quality Assurance Agency for Higher Education (QAA): www.qaa.ac.uk/

Higher Education Funding Council for Wales (HEFCW): www.hefcw.ac.uk/

Department for Employment and Learning (in Northern Ireland) higher education pages: www.delni.gov.uk/index/further-and-higher-education/higher-education.htm/

Universities UK: www.universitiesuk.ac.uk/

UK Higher Education Europe Unit: www.europeunit.ac.uk/home/

Department for Education and Skills higher education gateway: www.dfes.gov.uk/hegateway/

Department for Education and Skills UK degrees webpages: <http://www.dfes.gov.uk/recognisedukdegrees/>

Welsh Assembly Government further and higher education pages: http://new.wales.gov.uk/topics/educationandskills/policy_strategy_and_planning/further_and_higher_education/?lang=en

UCAS: www.ucas.com/

Credit and Qualifications Framework for Wales (CQFW): www.elwa.org.uk/ElwaWeb/elwa.aspx?pageid=1612

Teaching Quality Information website: www2.tqi.ac.uk/sites/tqi/home/index.cfm

National Student Survey: www.hefce.ac.uk/learning/nss/

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Arrangements linked to the Bologna process are mainly regulated by the Scottish Higher Education Framework adopted in 2001 and completed in 2003, and the Scottish Credit and Qualifications Framework (SCQF) adopted in 2001. These regulate, among other things, the degree structure, ECTS, Diploma Supplement and Quality Assurance in Higher Education.

The existing degree structure is traditionally based on **three main cycles**. It applies to all Higher Education Institutions (HEIs), branches or fields of studies. The traditional Honours degree (first cycle) takes four years to complete (480 national credits or 240 ECTS), and most postgraduate Master's courses can be completed in one calendar year (180 national credits with no current ECTS equivalent). There are some exceptions to these general arrangements in the case of professional qualifications.

There are opportunities to be awarded credits from other study programmes when transferring from ISCED 5B programmes (lasting 1 to 2 years) to Bachelor programmes.

In addition to the above-mentioned Scottish Higher Education Framework and the SCQF, **doctoral programmes** also follow the

guidelines *QAA Code of Practice* adopted in 2004. Students entering doctoral programmes are normally in possession of a Masters degree, but in some cases a student with good results in a Bachelors degree with Honours in a relevant discipline may be able to embark on a doctorate without a Masters degree with the agreement of the doctoral supervisor(s). The requirements for achieving a doctorate vary by subject area, institution and type of doctorate. In all cases, the candidate must provide evidence that he or she has made an original and significant contribution to knowledge.

The structure of doctorate programmes is similar to that in place elsewhere in the UK. It comprises four kinds of doctorates: the traditional research-based doctoral degrees (PhD or DPhil), the doctorates with a substantial taught core (now available in some vocational areas including engineering, business and education), the professional doctorates (available for people who wish to research their professional practice), and the doctorates by publication (awarded on the basis of the submission of high-quality previously published work written by the candidate, supported by a substantial critical appraisal of this work). Doctorate

programmes may include theoretical training as well as individual research. The theoretical training may occur either alongside or before individual research. The common full-time duration varies from 3 to 4 years. Part-time study is common, and therefore the duration varies from between 4 and 6 years.

Students are both regarded as students and early researchers. Post Graduate researchers are however not employees.

There is no single model for **joint or double degree** programmes. Arrangements are negotiated on an individual basis between partner institutions.

Scotland adopted a **National Qualifications Framework** (the Scottish Credit and Qualifications Framework, SCQF) in 2001.

All Higher Education Institutions and programmes use the Scottish Credit and Qualifications Framework (SCQF) which defines programmes and qualifications in terms of qualification descriptors, credit points and credit levels. SCQF has been compatible with **ECTS** (2 SCQF are equivalent to 1 ECTS) since 2001. ECTS is commonly used for credit transfer at European level and both SCQF and ECTS credits are allocated for accumulation.

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Following discussion and agreement in the sector almost all HEIs have introduced the **Diploma Supplement** (DS), which include all information fields as required for the European official model. However, there is no common design since each HEI produces its own Diploma Supplement. The remainder are expected to do so by 2007. The Diploma Supplement is automatically issued, free of charge and published in English. It includes a national description of the Scottish higher education system developed by QAA Scotland and the Scottish higher education sector.

The three cycle system is fully embedded so **neither incentives nor control measures** are required. However, the enhancement-led institutional review (ELIR) (part of the QA process) provides a regular check that programmes/qualifications are consistent with the Framework for qualifications of HEIs in Scotland.

There are neither specific incentives nor control measures regarding the full implementation of ECTS and DS. However, and more globally, developments related to the Bologna Process are monitored through the Scottish Bologna Stakeholder Group. This group includes members of the Scottish

Executive (the devolved government for Scotland), representatives from Universities Scotland, the Quality Assurance Agency (QAA Scotland), the National Union of Students Scotland (NUS Scotland) and the Scottish Further and Higher Education Funding Council (SFC), the successor body to the Scottish Higher Education Funding Council.

In terms of external evaluation, the Scottish Further and Higher Education Funding Council (SFC) has statutory responsibility for assessing the quality of provision within publicly funded institutions. SFC discharges this responsibility through the Quality Assurance Agency (QAA).

The **Quality Assurance Agency** (QAA), a UK-wide body with a separate office in Scotland, is an independent body established in 1992 to ensure public confidence in the quality and standards of higher education and to encourage continuous improvement in the management of its quality. QAA Scotland has developed its own distinctive approach to quality assurance and enhancement in partnership with SFC and the Scottish higher education sector. This approach is known as the Quality Enhancement Framework. It

operates according to the following main elements:

- HEIs conduct internal reviews at subject level.
- QAA runs a cycle of four yearly external institutional reviews conducted by peers, based on a combination of self-assessment and visits.
- NUS Scotland (the autonomous student body open to all student associations and currently representing some 76 % of students in HE through their elected members) manages a national development service, Sparqs, financed by SFC to support student engagement and participation in quality enhancement within their own institutions. Membership of NUS is open to the active students' unions of all HEIs. Students are represented on the Governing Body of QAA Scotland. Each External Review must include a student as a full member of the team. Sparqs trains and supports students in their engagement in internal quality processes within institutions at all levels, including in the management of QA processes.

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- QAA facilitates a series of sector-wide 'Enhancement Themes'. These are designed to enable the sector as a whole to undertake collective work to enhance the quality and standards of provision.
- All HEIs publish information on the quality and standards of their provision in accordance with guidance issued by SFC, and make this available to the public on the Higher Education and Research Opportunities website.

Quality assurance arrangements for higher education place particular emphasis on student participation in review processes. Student representatives have had full involvement in the design of processes which focus on the student learning experience.

The focus is on reviewing an institution's ability to assure its own quality. Newly designated institutions, or institutions that appear to be

failing, will undergo a more rigorous external review at programme level until there is confidence in their internal systems. HEIs take account of the QAA's national code of practice for quality assurance and national subject-level 'benchmark statements' when designing their internal processes.

HEIs conduct **internal evaluation** at subject level in accordance with guidance issued by SFC. HEIs are independent and self-governing bodies. Degrees and other higher education qualifications are legally owned by the awarding institution, and not by the state. HEIs determine the degrees they offer while Government holds a list of institutions with powers to award degrees, as well as other recognised institutions. HEIs have to meet strict criteria before they are given degree-awarding powers. Qualification standards and the quality of the student learning experience are

maintained by a range of processes including the extensive use of external examiners.

In addition to the above arrangements, many Further Education Colleges provide short courses at higher education level whose quality is ensured by Her Majesty's Inspectorate of Education (HMIE). Their standards are also monitored by the Scottish Qualifications Authority, the awarding body for short higher education courses delivered in Scottish further education colleges. A small number of colleges also offer degree provision which is accredited by the partner higher education institution.

QAA has been full member of the European Association for Quality Assurance in Higher Education (**ENQA**) since 2000. As a condition of ENQA membership, it will undergo an external review no later than 2010. It does not participate as a member of any other supranational QA network.

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Legislative and/or official references

Date	Term
1966	Acts on Universities
1992	Acts on Higher Education Institutions
2001 and 2003	Scottish Higher Education Framework
2001	Scottish Credit and Qualifications Framework
September 2004	Code of practice for the assurance of academic quality and standards in higher education (regulations underpinning doctoral level study)
2005	Further and Higher Education (Scotland) Act (merged the Scottish Further and Higher Education Funding Councils)

Websites

Relevant legislative documents can be accessed at: <http://www.hmso.gov.uk/acts.htm>

Scottish Further and Higher Education Funding Council (SFC): <http://www.sfc.ac.uk/>

Quality Assurance Agency for Higher Education (QAA): <http://www.qaa.ac.uk>

Scottish Credit and Qualifications Framework: <http://www.scqf.org.uk>

Universities Scotland (US): <http://www.universities-scotland.ac.uk>

Information on universities and colleges: <http://www.hero.ac.uk/uk/home/index.cfm>

Further detail on the national student development service in quality assurance can be obtained at: <http://www.sparqs.org.uk>

HOLY SEE

To be able to understand the structure of higher education under the responsibility of the Holy See, it is necessary to bear in mind the basic distinction between Catholic Universities and Ecclesiastical Higher Education Institutions of the Catholic Church.

Higher education institutions (HEIs) of all types, which operate in the name of the Catholic Church and have received official recognition as such by the competent Church authority, are called Catholic Universities, and are regulated by the Apostolic Constitution *Ex corde Ecclesiae* (1990). In most cases, these institutions (about 1 300 around the world) are integrated in national higher education systems and follow the respective juridical regulations.

Ecclesiastical HEIs form the 'national' higher education system of the Holy See. These institutions are concerned particularly with Christian revelation and questions connected therewith. Their main task is to prepare students for the priestly ministry and for other more qualified professions in the Church and in the service of society. The basic legal framework for these institutions is provided by the Apostolic Constitution *Sapientia christiana* of 1979. All Ecclesiastical HEIs

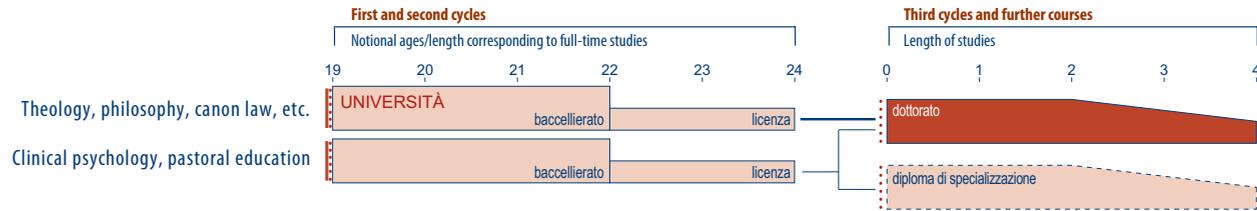
have the right to grant (following the same conditions) equal academic degrees under the authority of the Holy See.

Most of the 181 autonomous and 191 affiliated, aggregated or incorporated Ecclesiastical HEIs in Europe are located outside the territory of the Vatican (only two are inside). Therefore, the Holy See can be understood as a transnational provider of higher education. In some countries (for example in Austria, Germany and Poland), Ecclesiastical HEIs are integrated in the local national systems or are even part of public or private HEIs in the respective countries. The necessary collaboration between the two 'national' higher education systems is, in most cases, regulated by contracts of international law (Concordats). The experience of recent years shows that it is not always easy to deal with two ways of applying the common principles of the Bologna Process. Therefore, this situation can be seen as a test case for the functioning of the Bologna Process in practice. It can help to avoid illusions about an 'ideal Bologna Process', and offer worthwhile experience on how to settle problems arising at the grass-root level.

A course structure based on **three main cycles** was already introduced for all

programmes by the legislative document Apostolic Constitution *Sapientia christiana*. This structure therefore existed prior to the Bologna Process. Since then, students fulfilling the necessary higher education admission requirements have been able to enrol. In order to enrol in a faculty to obtain an academic degree, one must present the study title which would be necessary for enrolment in a civil university in one's own country or in the country where the faculty is located. No one can be admitted to the second or third cycle unless they have obtained the previous academic degree first.

The academic degrees conferred are *Baccalaureate* (first cycle), *Licentiate* (second cycle) and *Doctorate* (third cycle). Academic degrees can be given different names by the individual ecclesiastical faculties, depending on the university practice in the local area. At the same time, they must clearly indicate their equivalence with the above-mentioned 'official' names of the academic degrees and maintain uniformity among the ecclesiastical faculties in the same geographical area. Special qualifications may also be added to the names of these degrees.



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure/limitation of places at institutional level
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places at national/regional level

The diagram does not reflect the planned changes not yet in place.

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During the last three years, problems have arisen due to the different ways of applying the three-cycle structure to Ecclesiastical HEIs in different countries. Meanwhile, the Holy See strives to uphold the fundamental unity of its degree structure in all these countries. In some cases, the Bologna Process has made the comparability of academic degrees more difficult than it was before. These problems should be resolved when both the respective countries and the Holy See will have drafted their final National Qualifications Frameworks.

The length of the three cycles generally corresponds to 3+2+3 years. The Faculties of Sacred Theology, Canon Law and Philosophy have to follow special norms established in the Apostolic Constitution *Sapientia christiana* because of their particular nature and importance for the Holy See. The periods of study for Sacred Theology are 5+2+at least 1, and for Canon Law, where previous (academic) studies in other fields are in most of the cases obligatory, are (at least 1)+3+at least 1. Legislative steps have been initiated for the adaptation of the first cycle of Philosophy from two to three years. According to the *Sapientia christiana*, third-cycle studies lead to scientific maturity, notably through a written work which

makes a true contribution to the advancement of science. This **doctoral** dissertation is written under the direction of a professor and is publicly defended and approved by the faculty. Moreover, at least the main part of the dissertation must be published. The doctorate awarded after the third cycle is the academic degree which enables one to teach in an ecclesiastical faculty.

The study curriculum for the Faculty of Sacred Theology in the third cycle, lasting a suitable period of time, brings scientific training to completion, notably through the writing of a doctoral dissertation. The relatively short time limit (minimum 1 year) in which a doctorate can be earned in Sacred Theology is due to both the duration of the first and second cycles (seven years in total) and their structure, whereby some constitutive elements of doctoral qualifications are already transmitted. In some national systems (for example Austria and Germany), where more elements of the second cycle are already requested in the first cycle, the possibility exists to embark on a doctorate immediately after having obtained the *Baccalaureate*. Any second-cycle qualifications which were in this case not

obtained, can be acquired at the beginning of the third cycle.

The study curriculum for the Faculty of Canon Law in the third cycle (minimum one year), completes the Canon Law training necessary for scholarly research, and prepares the doctoral dissertation.

The study curriculum for the Faculty of Philosophy in the third cycle, lasting a suitable period of time (normally at least two years depending on the theme of research), promotes philosophical maturity, also by means of a doctoral dissertation. While focusing on individual research, doctoral programmes may be accompanied by optional theoretical courses taken both beforehand and in parallel to research.

As all HEIs of the Holy See offer the same academic degrees, all degrees could at least potentially be seen as joint degrees, in some cases also as double degrees of two national systems. Some degrees in the Holy See can only be obtained by consequently studying in two or more different places or institutions; other possibilities are currently being examined.

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Work and larger consultations of institutions, various stakeholders and experts, have begun in view of adopting the **National Qualifications Framework** of the Holy See – in any case before 2010.

A decision to adopt **ECTS** was taken along with that to become a member of the Bologna Process. The system was legally established in 2004 and is being gradually implemented. The Holy See, as a cross-border provider of higher education, introduced the system in its academic institutions by means of a circular letter. Best practice of other national systems is taken into account. These single applications are to serve as pilot projects for further common legislative norms on ECTS. At this point, ECTS is established for credit transfer. The aspect of credit accumulation is under debate.

The decision to adopt the **Diploma Supplement** (DS) was taken in 2004 upon joining the Bologna Process. It has been legally authorised and is applicable to all academic institutions and all programmes. It should be issued in both English and the language of the study programme. With the Circular Letter III of 2005, it has become obligatory to issue the DS

free of charge at the request of students, for all HEIs of the Holy See.

Further circular letters of the Congregation for Catholic Education to all its HEIs serve as a means of **follow up** to the correct implementation of ECTS and the DS.

At present, all tasks of a national agency responsible for external **quality assurance** (evaluation) in higher education are fulfilled by an office of the Congregation for Catholic Education (*Congregatio de Institutione Catholica*). This office exercises its responsibility on a comprehensive level according to the Apostolic Constitution *Sapientia christiana* as well as the Apostolic Constitution *Pastor Bonus* of 1988.

In 2005, preparatory work began to establish an independent agency of the Holy See for external quality assurance, which will be oriented on the ENQA criteria and will also work in collaboration with other national agencies in Europe. There are plans to launch the agency in 2007. For the time being, the question is discussed as to how the future 'national' agency will be able to act in various European regions with a very different academic culture and legislation.

Therefore, during the 2006/07 academic year and in selected geographical areas of Europe, pilot projects of independent 'regional commissions', coordinated by a council of international experts and set up by the Congregation for Catholic Education, have been launched. They have received their own statutes *ad experimentum*. These regional commissions will be composed of international and local academic experts, stakeholders, representatives of students and employers.

The office of the Congregation already works together with subordinate higher authorities such as national boards and local representatives and stakeholders. The specific responsibilities and respective procedures of the office concern: the verification of necessary standards at the moment of erection or approval of institutions or at the beginning of their academic activity; the examination of all study programmes offered by these institutions as well as any changes; the examination of the qualifications of all full-time research and teaching staff; and the evaluation of the internal quality assurance.

Prior to their initial approval and establishment by the Congregation for Catholic Education, the academic institutions undergo thorough

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screening according to the standards set forth in the fundamental legislation of the Apostolic Constitution *Sapientia christiana*.

The status of an institution is evaluated every three years by means of a detailed report drafted by the local Church authority (the option of a five-year interval is currently being examined). The key criteria which this report must address are: academic and scientific activity (authorities, teachers and their scientific publications, academic officers, main events such as congresses and symposia); teaching activity; students; pedagogical means and structures; economic situation; affiliated

bodies or institutions; general conditions; and major issues for the future.

A model for a common procedure for internal evaluation for all HEIs of the Holy See was circulated with the Circular letter III of 2005 for testing it in practice.

The participation of students in the internal evaluation process, according to the current legislation, has to be granted by the statutes of the HEIs. As regards the agency to be established in the future, student representatives shall have their voice among the experts of the advisory board.

Immediately after joining the Bologna Process, the Holy See set up a commission of

international experts to supervise its relevant development in this process. For the moment, the same commission, as well as another group of peers/consultants, provide support in the review of external quality assurance work.

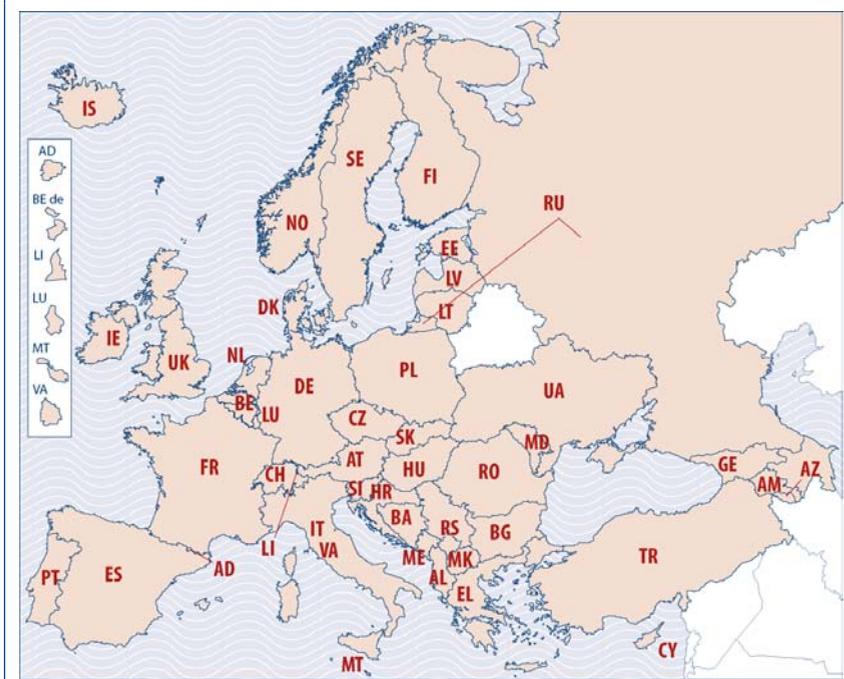
The Vatican is currently not a member of the European Association for Quality Assurance in Higher Education (**ENQA**). It is planned that the future agency will apply for ENQA membership. Collaboration with other agencies or networks of agencies, even outside Europe, will be necessary due to the international character of the Holy See and the institutional (concordatarian) collaboration in certain countries.

Legislative and/or official references

Date	Term in English	Term in national language
15 April 1979	Apostolic Constitution <i>Sapientia christiana</i>	Constitutio Apostolica <i>Sapientia christiana</i>
25 January 1983	Code of Canon Law	Codex Iuris Canonici
28 June 1988	Apostolic Constitution <i>Pastor Bonus</i>	Constitutio Apostolica <i>Pastor Bonus</i>
15 August 1990	Apostolic Constitution <i>Ex corde Ecclesiae</i>	Constitutio Apostolica <i>Ex corde Ecclesiae</i>
12 July 2005	Circular Letter III (N. 392/2005/3)	Lettera Circolare III (N. 392/2005/3)

GLOSSARY

Country codes



AD	Andorra	BA	Bosnia and Herzegovina
AL	Albania	BE de	Belgium – German- speaking Community
AM	Armenia	BE fr	Belgium – French Community
AT	Austria	BE nl	Belgium – Flemish Community
AZ	Azerbaijan	BG	Bulgaria

CH	Switzerland	ME	Montenegro
CY	Cyprus	MK	Former Yugoslav Republic of Macedonia
CZ	Czech Republic		
DE	Germany	MT	Malta
DK	Denmark	NL	Netherlands
EE	Estonia	NO	Norway
EL	Greece	PL	Poland
ES	Spain	PT	Portugal
FI	Finland	RO	Romania
FR	France	RS	Serbia
GE	Georgia	RU	Russia
HR	Croatia	SE	Sweden
HU	Hungary	SI	Slovenia
IE	Ireland	SK	Slovakia
IS	Iceland	TR	Turkey
IT	Italy	UA	Ukraine
LI	Liechtenstein	UK-ENG	United Kingdom – England
LT	Lithuania	UK-NIR	United Kingdom – Northern Ireland
LU	Luxembourg	UK-SCT	United Kingdom – Scotland
LV	Latvia	UK-WLS	United Kingdom – Wales
MD	Moldova	VA	Holy See

Definitions

Bologna Follow-up Group (BFUG)

The Bologna Follow-Up Group consists of ministerial representatives of all 45 Bologna signatory countries and other European organisations such as the European Commission, the European University Association (EUA), the European Association of Quality Assurance in Higher Education (ENQA), the National Union of Students in Europe (ESIB), the European Association of Institutions in Higher Education (EURASHE), the Unesco European Centre for Higher Education (Unesco-CEPES), Business Europe (formerly known as UNICE), Education International and the Council of Europe. The BFUG is convened at least twice a year and is chaired by the EU Presidency, with the host country of the next (biennial) conference of education ministers as vice-chair. The role of the BFUG is to follow up on the recommendations made at the ministerial conferences and on the general implementation of all issues covered in the Ministerial Communiqués. In addition, the BFUG produces a work programme which includes a series of conferences and other activities related to the Bologna process. A Board, also chaired by the EU Presidency with the next host country as vice-chair, prepares the agendas for the BFUG and monitors progress between BFUG meetings. Overall follow-up is supported by a Secretariat which is provided by the country hosting the next ministerial conference.

Bologna promoters

Professionals active in higher education who offer advice, a peer-to-peer basis, on implementation of the Bologna reforms. Promoters include vice-rectors, deans, senior academics and directors of study, as well as international relations officers, higher education experts and student

representatives. Some of them also function as special ECTS/DS counsellors whose task is to support the implementation of Bologna reforms.

Compatible credit systems

A national credit system is compatible with ECTS when it is based on student workload and/or learning outcomes and suitable for both credit transfer and accumulation. Credits are allocated only after the learning has been successfully completed and assessed. Credit systems not based on student workload (but on contact hours for example) are not compatible with ECTS.

Cycles

The three sequential levels identified by the Bologna Process (first cycle, second cycle and third cycle), at which the three main kinds of qualification (bachelor's, master's, doctorate) associated with the Process are awarded.

Diploma Supplement (DS)

A document attached to a higher education diploma, which aims to improve international transparency and facilitate academic and professional recognition of qualifications (diplomas, degrees, certificates, etc.). Developed by the European Commission, the Council of Europe and Unesco/CEPES, the DS consists of eight sections ⁽¹⁾ describing in a widely spoken European language the nature, level, context, content and status of the studies that were pursued and successfully completed. The DS

(1) Specifically these sections cover information on the holder of the qualification, the identity of the qualification, its level, its function, the contents and results gained, additional information, the national higher education system concerned, and the certification of the DS.

provides additional information on the national higher education system concerned, so that the qualification is considered in relation to its own educational context.

European Credit Transfer and Accumulation System (ECTS)

A student-centred system based on the student workload required to achieve the objectives of a programme – objectives increasingly specified in terms of learning outcomes and competencies to be acquired. ECTS was established initially for credit transfer to facilitate the recognition of periods of study abroad. More recently, it has been developing into an accumulation system to be implemented in all programmes at institutional, regional, national and European levels. The key features of ECTS are:

- The convention that 60 credits measure the workload of a full-time student during one academic year. The student workload of a full-time study programme in Europe is usually spread over 36/40 weeks a year, in which case one credit corresponds to 24-30 working hours. Workload relates to the notional time in which an average learner might expect to achieve the required learning outcomes.
- The link with learning outcomes, which are sets of competencies expressing what the student will know, understand or be able to do on completion of a process of learning, regardless of its length. Credits in ECTS can only be obtained on completion of the work required and appropriate assessment of the learning outcomes achieved.
- The allocation of ECTS credits is based on the official length of a study programme cycle. The total workload necessary to obtain a first-cycle degree lasting officially three or four years is expressed as 180 or 240 credits.

- Student workload in ECTS includes the time spent in attending lectures and seminars, carrying out independent study, and preparing and taking examinations, etc.
- Credits are allocated to all educational components of a study programme (such as modules, courses, placements, dissertation work, etc.) and reflect the quantity of work each component requires in relation to the total quantity of work necessary to complete a full year of study in the programme concerned.

European Association for Quality Assurance in Higher Education (ENQA)

A European network created in 1998 to circulate information, experience, good practice and new developments in the field of quality assessment and assurance in higher education among interested parties, including public authorities, higher education institutions and quality assurance agencies. For further details, see: < <http://www.enqa.net> >

Final qualification

Qualification obtained on completion of a full course (with or without a final examination), which provides access to the employment market.

Framework of Qualifications for the European Higher Education Area

An 'overarching' framework for the entire European Higher Education Area that clarifies and explains the relationship between the national higher education frameworks of qualifications that are now being developed in the Bologna Process, and the qualifications they cover.

Higher education institutions

Public institution: an institution managed directly or indirectly by a public education authority.

Government-dependent private institution: an institution which is both private (managed directly or indirectly by a non-government organisation (church, trade union, business undertaking or other body, or whose Governing Board consists mostly of members not selected by a public agency) and government-dependent (receiving over 50 % of its funding from the public authorities).

State-recognised private institution: an institution which is managed directly or indirectly by a non-government organisation (church, trade union, business undertaking or other body) and, following the UOE questionnaire definition, which receives less than 50 % of its funding from the public authorities.

International Standard Classification of Education (ISCED 1997)

The International Standard Classification of Education (ISCED) offers a set of criteria suitable for compiling statistics on education internationally. For further details, see:

http://www.uis.unesco.org/ev_en.php?ID=5069_201&ID2=DO_TOPIC

ISCED 97 levels covered by the publication:

- **ISCED 5: Tertiary education (first stage)**

Entry to these programmes normally requires the successful completion of ISCED levels 3 or 4. ISCED level 5 includes tertiary programmes with an academic orientation which are largely theoretically based (ISCED 5A), and tertiary programmes with an occupational orientation which are typically shorter than the

academic programmes and designed for entry to the employment market (ISCED 5B). Only ISCED 5A programmes give access to doctoral programmes at ISCED level 6.

- **ISCED 6: Tertiary education (second stage)**

This level is reserved for tertiary programmes that lead directly to the award of an advanced research qualification (e.g. a doctorate).

Joint degree

According to the terms of the Lisbon Convention Committee Recommendation on the Recognition of Joint Degrees adopted on 9 June 2004, a joint degree is supposed to be issued jointly by at least two or more higher education institutions, or jointly by one or more higher education institutions and other awarding bodies, on the basis of a study programme developed and/or provided jointly by the higher education institutions (possibly also in cooperation with other institutions).

A joint degree may be issued as:

- a joint diploma in addition to one or more national diplomas;
- a joint diploma issued by the institutions offering the study programme in question without being accompanied by any national diploma;
- one or more national diplomas issued officially as the only certified evidence of the joint qualification in question.

In this publication (section E), the strict definition of joint degrees (joint degree certificate without being accompanied by a national diploma) has been taken into account.

National Academic Recognition Information Centres (NARIC)

Created in 1984 by the European Commission, this network aims to improve academic recognition of diplomas and periods of study in the EU Member States and the EEA countries. All NARIC member countries have designated national centres, the purpose of which is to assist in promoting the mobility of students, teachers and researchers by providing advice and information concerning the academic recognition of diplomas and periods of study undertaken in other countries. The Commission is providing support for the activities of the NARIC network under the Socrates programme.

For further information, see: < <http://www.enic-naric.net> >

National Europass Centre (NEC)

In the 27 EU member states, the three EFTA/EEA countries and Turkey, a NEC coordinates all activities related to the Europass documents including the Diploma Supplement. On the general Europass website, technical support is offered to higher education institutions which have questions concerning the DS. NECs are partly funded by the EU (joint funding through operational grants covering up to 50 % of eligible costs).

For further information, see:

< <http://europass.cedefop.europa.eu/europass/preview.action> >

National qualifications framework (higher education)

The single description, at national level or a particular level of an education system, which clarifies and explains the relationship between higher education qualifications. National qualifications frameworks are internationally understood and clearly describe all qualifications and other learning achievements in higher education and relate them coherently to each other.

National team of Bologna promoters

National teams of Bologna promoters exist in all 45 Bologna signatory countries. Their work is supported by the Socrates-Erasmus National Agencies, in close consultation with public authorities, the national delegate in the Bologna Follow-up Group and the higher education sector of the country concerned. The teams are financed through the Socrates and the Tempus programmes. Andorra, the Holy See and Switzerland participate on a self-funding basis.

Peer review

Assessment procedure carried out by peer external experts.

Quality assurance

An all-embracing term referring to an ongoing, continuous process of evaluating (assessing, monitoring, guaranteeing, maintaining, and improving) the quality of a higher education system, institution or programme.

ANNEXES

Annexe 1: Name of the independent national (or regional) body for quality assurance and participation in ENQA, 2006/07

	Name of body in national language	Name of body in English	ENQA
AD	Agència de Qualitat de l'Ensenyament Superior d'Andorra	Agency for the Quality of Higher Education of Andorra	:
AL	1. Agjencia e Akreditimit të Arsimit të Lartë	1. Accreditation Agency for Higher Education	NI
	2. Këshilli i Akreditimit	2. Accreditation Council	NI
AM	Litsenzavorman ev havatarmagmran gortsakalutyun	National Accreditation and Licensing Agency	NI
AT	1. Österreichische Qualitätssicherungsagentur	1. Austrian Agency for Quality Assurance	○
	2. Fachhochschulrat	2. Fachhochschule Council	●
	3. Akkreditierungsrat	3. Accreditation Council (for private universities)	●
AZ	1. (information not available)	1. Standing Commission on Accreditation	NI
	2. (information not available)	2. Attestation Commission	NI
BA	(body for quality assurance does not exist)		
BE de	(body for quality assurance does not exist)		
BE fr	Agence pour l'Evaluation de la Qualité de l'Enseignement Supérieur (organisé ou subventionné par la Communauté française)	Agency for the Evaluation of Quality in Higher Education (organised or financially supported by the French Community)	○
BE nl	1. Nederlands-Vlaamse Accreditatieorganisatie	1. Dutch-Flemish Accreditation Organisation	●
	2. Vlaamse Interuniversitaire Raad	2. Flemish Inter-university Council	●
	3. Vlaamse hogescholenraad	3. Council of Flemish Institutions of Higher Education	●
BG	Националната агенция за оценяване и акредитация	National Evaluation and Accreditation Agency	○

● Full member ○ Candidate member ✕ No current membership NI Body not independent : Data not available

Additional note

Azerbaijan: Data is from the national report submitted to the BFUG for the Stocktaking Report 2007.

	Name of body in national language	Name of body in English	ENQA
CH	Organ für Akkreditierung und Qualitätssicherung der Schweizerischen Hochschulen (Organe d'accréditation et d'assurance qualité des hautes écoles suisses; Organo di accreditamento e di garanzia della qualità delle istituzioni universitarie svizzere)	Centre of Accreditation and Quality Assurance of the Swiss Universities	●
CY	Symvoulío Ekpaideytikís Axiologísis-Pistopoiísis	Council of Educational Evaluation-Accreditation (quality assurance of private institutions only)	●
CZ	Akkreditační komise	Accreditation Commission	●
DE	1. Akkreditierungsrat und sechs Akkreditierungsagenturen:	1. Accreditation Council and six accreditation agencies:	●
	• Agentur für Qualitätssicherung durch Akkreditierung von Studiengängen	• Agency for Quality Assurance through the Accreditation of Study Programmes	○
	• Akkreditierungsagentur für Studiengänge der Ingenieurwissenschaften, der Informatik, der Naturwissenschaften und der Mathematik	• Accreditation Agency for Study Programmes in Engineering, Informatics/computer science, Natural Sciences and Mathematics	○
	• Akkreditierungsagentur für Studiengänge im Bereich Heilpädagogik, Pflege, Gesundheit und Soziale Arbeit e.V.	• Accreditation Agency for Study Programmes in Special Education, Care, Health Sciences and Social Work	X
	• Akkreditierungs-, Zertifizierungs- und Qualitätssicherungs-Institut	• Accreditation, Certification and Quality Assurance Institute	●
	• Akkreditierungsagentur für wirtschaftswissenschaftlich orientierte Bachelor- und Masterstudiengänge	• Foundation for International Business Administration Accreditation	●
	• Zentrale Evaluations- und Akkreditierungsagentur Hannover	• Central Evaluation and Accreditation Agency Hanover	●
	2. Stiftung Evaluationsagentur Baden-Württemberg	2. Foundation Evaluation Agency Baden-Wurttemberg	●
3. Hochschulrektorenkonferenz - Projekt Qualitätssicherung	3. German Rectors' Conference – Quality assurance project	●	
DK	Danmarks Evalueringsinstitut	Danish Evaluation Institute	●
EE	Kõrghariduse Hindamise Nõukogu	Higher Education Quality Assessment Council	●

● Full member ○ Candidate member X No current membership NI Body not independent

	Name of body in national language	Name of body in English	ENQA
EL	Αρχή Διασφάλισης Ποιότητας	Hellenic Quality Assurance Agency	X
ES	Agencia Nacional de Evaluación de la Calidad y Acreditación (<i>and the eleven regional quality assurance agencies which are organised in the Red Española de Agencias de Calidad Universitaria</i>)	National Agency for Quality Assurance and Accreditation (<i>and the eleven regional quality assurance agencies which are organised in the Spanish Network of Agencies for the Quality Assurance of Universities</i>)	●
FI	Korkeakoulujen arviointineuvosto, Rådet för utvärdering av högskolorna	Finnish Higher Education Evaluation Council	●
FR	1. Comité national d'évaluation des établissements publics à caractère scientifique, culturel et professionnel	1. National Evaluation Committee of Research, Cultural and Vocational Public Institutions	●
	2. Commission des Titres d'Ingénieur	2. Commission for Engineer Qualifications	●
	3. Agence d'Évaluation de la Recherche et de l'Enseignement Supérieur	3. Research and Higher Education Evaluation Agency	○
GE	Ganatilebis akreditaciis erovnuli centri	National Centre of Education Accreditation	X
HR	1. Nacionalno vijeće za visoko obrazovanje	1. National Council for Higher Education	X
	2. Agencija za znanost i visoko obrazovanje	2. Agency for Science and Higher Education	X
HU	Magyar Felsőoktatási Akkreditációs Bizottság	Hungarian Accreditation Committee	●
IE	1. Higher Education Authority	1. Higher Education Authority	●
	2. National Qualifications Authority of Ireland	2. National Qualifications Authority of Ireland	○
	3. Higher Education and Training Awards Council	3. Higher Education and Training Awards Council	●
	4. Irish Universities Quality Board	4. Irish Universities Quality Board	○
	5. Dublin Institute of Technology	5. Dublin Institute of Technology	X
IS	Mats- og greiningarsvið	Office of Evaluation and Analysis	NI

● Full member ○ Candidate member X No current membership NI Body not independent

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	Name of body in national language	Name of body in English	ENQA
IT	Comitato nazionale per la valutazione del sistema universitario	National Committee for the Evaluation of the University System	●
LI	(body for quality assurance does not exist)		
LT	Studijų kokybės vertinimo centras	Centre for Quality Assessment in Higher Education	X
LU	(body for quality assurance does not exist)		
LV	Augstākās izglītības kvalitātes novērtēšanas centrs	Higher Education Quality Evaluation Centre	●
MD	(information not available)	Ministry of Education and Youth	NI
ME	Savjet za visoko obrazovanje	Council for Higher Education	NI
MK	1. Odbor za Akreditacija vo Visokoto obrazovanie	1. Board for Accreditation of Higher Education	X
	2. Evaluaciona Agencija	2. Agency for Evaluation	X
MT	(body for quality assurance does not exist)		
NL	1. Nederlands-Vlaamse Accreditatieorganisatie	1. Dutch-Flemish Accreditation Organisation	●
	2. Quality Assurance Netherlands Universities	2. Quality Assurance Netherlands Universities	●
	3. Netherlands Quality Agency	3. Netherlands Quality Agency	●
	4. Inspectie van het Onderwijs	4. Inspectorate of Education (division higher education)	●
NO	Nasjonalt organ for kvalitet i utdanningen	National Agency for Quality Assurance in Education	●
PL	Państwowa Komisja Akredytacyjna	State Accreditation Committee	X
PT	Conselho Nacional de Avaliação do Ensino Superior	National Higher Education Evaluation Council	●
RO	Agenția Română de Asigurare a Calității în Învățământul Superior	Romanian Agency for Quality Assurance in Higher Education	X
RS	Komisija za akreditaciju i proveru kvaliteta	Accreditation and Quality Evaluation Commission	X
RU	1. (information not available)	1. National Accreditation Agency of the Russian Federation	NI ○
	2. (information not available)	2. Accreditation Board	NI

● Full member ○ Candidate member X No current membership NI Body not independent

	Name of body in national language	Name of body in English	ENQA
SE	Högskoleverket	National Agency for Higher Education	●
SI	1. Svet za visoko šolstvo Republike Slovenije	1. Council for Higher Education of the Republic of Slovenia	X
	2. Nacionalna komisija za kvaliteto visokega šolstva	2. National Higher Education Quality Assessment Commission	X
SK	Akreditačná komisia	Accreditation Commission	●
TR	Yükseköğretim Akademik Değerlendirme ve Kalite Geliştirme Komisyonu	National Commission for Academic Assessment and Quality Improvement in Higher Education	X
UA	Управління ліцензування, акредитації та нострифікації Міністерства освіти і науки України	State Accreditation Commission, Department for Licensing, Accreditation and Notification of the Ministry of Education and Science of Ukraine	NI
UK-ENG/ WLS/NIR	Quality Assurance Agency for Higher Education	Quality Assurance Agency for Higher Education	●
UK-SCT	Quality Assurance Agency for Higher Education Scotland Committee (QAA Scotland)	Quality Assurance Agency for Higher Education Scotland Committee (QAA Scotland)	●
VA	Congregatio de Institutione Catholica	Congregation for Catholic Education	NI

● Full member ○ Candidate member X No current membership NI Body not independent

Source: Eurydice.

Additional note

Ukraine: Data is from the national report submitted to the BFUG for the Stocktaking Report 2007.

Explanatory note

Independence of a body for quality assurance means that a body has autonomous responsibility for its operations and methods. Its reports and findings cannot be influenced by third parties (e.g. the government, higher education institutions or other stakeholders). The independent status of a body should be guaranteed in official documentation (e.g. legislative acts or instruments of governance).

Annexe 2: National statistics

Number and percentage of institutions, fields of study/programmes, and students that have been affected by the three-cycle structure, ECTS and the Diploma Supplement

The information in this section presents the number of institutions, programmes/fields of study, and students affected by three aspects of the Bologna Process: the three-cycle structure, ECTS, and the Diploma Supplement. The year of reference is provided in parentheses under each table.

Only those countries that were able to provide information are included in this section. When the data is available, the numbers are also presented as a **percentage of those concerned** and as a **percentage of the total** of institutions, programmes and students. The aim is to facilitate understanding of the degree of introduction of each aspect.

Those 'concerned' by the Bologna Process include all institutions, programmes and students affected by the Bologna reforms according to national legislation or an official regulation, including HEIs that have the autonomy to make the decision at institutional level. Medicine and related fields or certain other study programmes may be excluded if they remain structured in a single, long cycle (see Section A). Therefore, certain study programmes and institutions are not regarded as concerned by the Bologna Process, at least, not concerned according to national legislation.

Row A represents 'Adoption of the model based on three cycles'

Row B represents 'Adoption of ECTS'

Row C represents 'Adoption of the Diploma Supplement'

Some countries are not included in this section for the following reasons.

- Data not available:
Azerbaijan, Holy See, Former Yugoslav Republic of Macedonia, Moldova and Ukraine
- None of the aforementioned aspects of the Bologna Process had been introduced as of the reference year 2006/07:
Spain
- All institutions, all programmes and all students follow the aforementioned aspects of the Bologna Process:
Iceland, Norway, Turkey, and United Kingdom (Scotland)

AD	Institutions	Fields of study / Programmes	Students
A	University of Andorra: pilot project in one programme.		(:)
B			
C	University of Andorra.		All students (32).

Source: Ministry of Accommodation, Higher Education and Research (2005/06).

AL	Institutions	Fields of study / Programmes	Students
A	Public institutions		
	9 HEIs and 6 programmes offering ISCED 5A (100 % of those concerned and 82 % of the total).	87 ISCED level 5A programmes (100 % of those concerned and 92 % of the total) and all two ISCED level 5B programmes.	35 652 bachelor's and master's students at ISCED level 5A (100 % of those concerned and 52 % of the total) and all students (150) at ISCED level 5B.
	Government-dependent or State-recognised private institutions		
	8 HEIs and 6 programmes offering ISCED 5A (all those concerned and 53 % of the total).	34 ISCED level 5A programmes (77 % of those concerned and 49 % of the total) and the only ISCED level 5B field of study.	1 361 bachelor's students at ISCED level 5A (all those concerned and 27 % of the total) and all students (32) at ISCED level 5B.

Source: Ministry of Education and Science (2005/06, except for columns on institutions and students: 2006/07).

AM	Institutions	Fields of study / Programmes	Students
A	Public institutions		
	All 22 HEIs and 12 research institutes of the Academy of Sciences of Armenia, offering ISCED levels 5A and 6, and all 19 research institutes offering only ISCED level 6 studies.	All 382 ISCED level 5A programmes.	45 095 bachelor's students and 700 master's students at ISCED level 5A (85 % of the total).
	Government-dependent or State-recognised private institutions		
	26 offering ISCED 5A studies (74 % of those concerned and of the total).	86 ISCED level 5A programmes (71 % of those concerned and of the total).	(:)
B	Public institutions		
	7 HEIs offering ISCED level 5A studies (31 % of those concerned and of the total).	65 programmes (17 % of the total).	
C	There is no official decision referring to the DS.		

Source: Ministry of Education and Science, Accreditation Body and Higher Education Institutions (2006/07).

AT	Institutions	Fields of study/ Programmes	Students
A	Public universities		
	17 HEIs (89 % of those concerned and 81 % of the total).	441 study programmes (71 % of those concerned and 68 % of the total) at ISCED level 5A.	50 030 students at ISCED level 5A; 4 837 master's students (21 % of those concerned and 19 % of the total).
	Government-dependent or State-recognised private institutions		
	15 <i>Fachhochschulen</i> (83 % of those concerned and of the total) and 6 private universities (75 % of the total) at ISCED level 5A. One private university offering study programmes at ISCED levels 5A and 6 (33 % of those concerned and of the total).	78 programmes at the <i>Fachhochschulen</i> (52 % of those concerned and of the total) and 93 programmes at private universities (96 % of those concerned and of the total) at ISCED level 5A.	<i>Fachhochschulen</i> : 10 876 students in ISCED 5A study programmes (46 % of those concerned and of the total), of which 7 883 at the master's level. 2 615 students in ISCED 5A study programmes in private universities (84 % of those concerned and of the total), of which 1 569 at the bachelor's level and 1 046 at the master's level.

AT	Institutions	Fields of study/ Programmes	Students
B	Public universities		
	All (21) at ISCED levels 5A and 6.	441 study programmes (68 % of those concerned and of the total).	
	<i>Fachhochschulen</i>		
	All (18) at ISCED level 5A.	78 study programmes (52 % of those concerned and of the total).	
C	Public universities		
	All (21).		(:)
	<i>Fachhochschulen</i>		
	All (18) at ISCED level 5A.		(:)

Source: Austrian Federal Ministry for Education, Science and Culture (for the data concerning universities); *Fachhochschulrat* (for the data concerning *Fachhochschulen*) (2005/06).

Note:

Information about students doing courses based on the three-cycle structure relates to the courses rather than to the students; Austrian students are often enrolled in more than one programme.

BA	Institutions	Fields of study / Programmes	Students
A + B	Public institutions		
	30 HEIs offering ISCED level 5A studies only (79 % of those concerned and 67 % of the total), 6 HEIs offering ISCED 5B studies only (67 % of those concerned and 55 % of the total) and 15 offering both ISCED levels 5A and 5B (65 % of those concerned and 60 % of the total).	317 ISCED levels 5A and 5B programmes (38 % of those concerned and of the total).	24 356 bachelor's and master's students (33 % of those concerned and 31 % the total).
	Government-dependent or State-recognised private institutions		
	1 HEI offering ISCED level 5A studies only (50 % of those concerned and 33 % of the total), all 9 HEIs offering ISCED 5B studies only and all 3 HEIs offering both ISCED levels 5A and 5B.	35 ISCED levels 5A and 5B programmes (95 % of those concerned and 92 % of the total).	2 290 bachelor's and master's students (94 % of the total). B: No data collected.
C	Some universities and faculties.		An insignificant number of students.

Source: Bosnia and Herzegovina universities and Ministry of Civil Affairs of Bosnia and Herzegovina (2005/06).

Note:

Not included: the University of East Sarajevo, some faculties of the University of Banjaluka, and some private higher education institutions.

BE fr and BE nl			
	Institutions	Fields of study / Programmes	Students
A	All institutions (public and government-dependent private).	All study programmes.	All students enrolled since 2004/05.
B			
C			All graduates.

Source: Ministry French Community. General Direction of non-compulsory Education and Scientific Research (BE fr) and Higher Education Act, 4 April 2003 (BE nl).

BE de	Institutions	Fields of study / Programmes	Students
A	In 2005/06 the <i>Hochschule</i> , which is the only institution, introduced the first cycle (ISCED level 5B only).	The two study programmes since 2005/06 (first cycle, ISCED level 5B only).	76 students (44 % of total) in 2005/06 and 119 (69 %) in 2006/07.
B	Since 2005/06 in the <i>Hochschule</i> .	One study programme (50 % of those concerned and of the total).	
C	From 2007/08.		From 2007/08.

Source: Statistical Yearbook of the German-speaking Community of Belgium (2005/06).

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BG	Institutions	Fields of study / Programmes	Students
A	All HEIs (42), except <i>Koleji</i> (9).	(:)	All students (207 340) are concerned, but the long course structure still exists.
B	Since 2004/05.	(:)	All students admitted since 2004/05.
C	All institutions (51).		

Source: National Statistical Institute, *Higher schools by type and kind of ownership* (2004/05).

CH	Institutions	Fields of study / Programmes	Students
A + B	Public institutions		
	All.	Universities and federal institutes of technology, 455 programmes (71 % of those concerned). All study programmes at universities of applied sciences and for teacher education (235). All these study programmes account for 79 % of the total.	49 958 bachelor's students (60 % of those concerned), 7 475 master's students (14 % of those concerned) and 17 234 doctoral students. Bachelor's and master's students account for 42 % of the total of those in ISCED 5A study programmes.

CH	Institutions	Fields of study / Programmes	Students
A + B	Government-dependent or State-recognised private institutions		
	All institutions.	All two study programmes.	73 bachelor's students (14 % of those concerned and of the total). B: No data collected.
C	All HEIs offering programmes solely at ISCED level 5A (15 public, 1 private), and 8 offering programmes at ISCED levels 5A and 6 (67 % of those concerned and of the total).		In the universities and federal institutes of technology, 1 740 students (59 % of those concerned), and all students (684) at universities of applied sciences (34 % of the total).

Source: Swiss University Rectors Conference, Conference of Universities of Applied Sciences (Switzerland), Federal Office for Professional Education and Technology, Federal Office for Statistics (2005/06).

Note:

Universities for teacher education are not included in the figures for introduction of the Diploma Supplement, as no data was available.

CY	Institutions	Fields of study / Programmes	Students
A	Public institutions		
	All HEIs (including the University of Cyprus).	All study programmes (65 at the University of Cyprus).	University of Cyprus: all students (3 726 bachelor's, 686 master's and 297 doctoral students).
	Government-dependent or State-recognised private institutions		
	All eight.	Seven HEIs offer 48 bachelor's programmes and 3 institutions offer 5 master's programmes.	(:)
B	Public institutions		
	The University of Cyprus.	All study programmes (65).	
	Government-dependent or State-recognised private institutions		
	All 6 institutions awarding ISCED 5A and 5B qualifications.	(:)	
C	University of Cyprus only.		All graduates (773 bachelor's, 214 master's and 29 doctoral graduates).

Source: University of Cyprus and Department of Tertiary and Higher Education (2005/06).

CZ	Institutions	Fields of study / Programmes	Students
A	Public institutions		
	23 (100 % of those concerned, 96 % of the total).	906 ISCED level 5A programmes (100 % of those concerned, 95 % of the total).	144 538 bachelor's and 23 182 master's students (100 % of those concerned and 60 % of the total).
	Government-dependent or State-recognised private institutions		
	All (38) at ISCED level 5A.	All (64) at ISCED level 5A.	22 649 bachelor's and 2 879 master's students (100 % of those concerned and 98 % of the total).
B	Public institutions		
	All (24).	(:)	
	Government-dependent or State-recognised private institutions		
	(:)	(:)	
C	All institutions.		All graduates.

Source: Institute for Information on Education (UIV) (2005/06).

Note:

Czech HEIs are not legally obliged to adopt ECTS.

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DE	Institutions	Fields of study / Programmes	Students
A	(:)	3 797 programmes (2 138 bachelor's, 1 659 master's), which are 33.9 % of all programmes at ISCED level 5A.	249 035 students (202 802 bachelor's, 46 233 master's) which are 12.5 % of all students.

Source: *Hochschulkompas der Hochschulrektorenkonferenz* (German Rectors' Conference) and Students at Higher Education Institutions 2005/06, *Statistisches Bundesamt* (2005/06).

DK	Institutions	Fields of study / Programmes	Students
	Public institutions		
A + B	22 HEIs offering programmes at ISCED levels 5A and 6 (92 % of those concerned and of the total) and all HEIs that offer solely bachelor's programmes at ISCED level 5B (188).	(:)	(:)
		(:)	B: No data collected.
C	All HEIs (24 offering ISCED level 5A programmes and 188 offering ISCED level 5B programmes).		All graduates (10 106 bachelor's and 10 935 master's graduates at ISCED level 5A; 15 665 bachelor's graduates at ISCED level 5B; 816 doctoral graduates).

Source: *Facts and figures, Education Indicators*, Denmark 2005; Ministry of Education and UNI-C Statistics & Analysis, Danish IT Centre for Education and Research, 2006 (2003/04).

EE	Institutions	Fields of study / programmes	Students
A	Public institutions		
	All.	490 programmes (55 % of the total) at ISCED level 5A.	41 833 bachelor's students and 7 934 master's students at ISCED level 5A; (96 % of the total), all doctoral students (1 925).
	Government-dependent or State-recognised private institutions		
	All.	89 programmes (67 % of the total) at ISCED level 5A.	12 309 students (87 % of the total) at ISCED level 5A; 46 doctoral students.
B	Adoption of ECTS will be compulsory as of 2009/10. Certain institutions already make use of the system but exact statistics are not available.		
C	Public institutions		
	4 HEIs offering programmes at ISCED level 5A.		2 055 bachelor's and 583 master's graduates (27 % of the total at ISCED level 5A).
	Government-dependent or State-recognised private institutions		
	4 HEIs offering programmes at ISCED level 5A.		406 bachelor's and 112 master's graduates (27 % of the total at ISCED level 5A).

Source: Estonian Education Information Service (EHIS) (2005/06).

EL	Institutions	Fields of study / Programmes	Students
A	All HEIs that offer solely ISCED level 5A programmes (22); 21 HEIs offering ISCED levels 5A and 6 qualifications (95 % of those concerned and of the total).	702 ISCED level 5A programmes (100 % of those concerned and 88 % of the total).	388 413 students on bachelor's and 45 872 on master's programmes (100 % of those concerned and 68 % of the total).
B	24 HEIs offering ISCED level 5A qualifications (86 % of those concerned and 63 % of the total). Four others are now preparing to implement ECTS. One institution offers a system compatible with ECTS.	(:)	

Source: Ministry of National Education and Religious Affairs (2005/06).

FI	Institutions	Fields of study / Programmes	Students
A	All universities (20).	Public HEIs: All fields of study except medicine and dentistry: 100 % of the 634 programmes concerned (96 % of the total).	All students concerned.

FI	Institutions	Fields of study / Programmes	Students
B	All universities (20) and 29 polytechnic institutes (18 of them public).	All programmes.	
C			All students.

Source: Ministry of Education (2005/06).

Note:

Institutions for which the Ministry of Education is not responsible are not included in these statistics.

FR	Institutions	Fields of study / Programmes	Students
A	(:)	(:)	1 668 802 (76 % of the total).

Source: Ministry of National Education, Higher Education and Research- Direction of Evaluation, Prospective and Performance and General Direction of Higher Education) (2005/06).

Note:

The two years offered in CPGE studies and the short-cycles in IUT and *lycées* (STS) are converted on ECTS credits and they are recognised by Bologna's three-cycle system. Thus, CPGE, IUT and STS students are considered here as following the three-cycle structure.

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GE	Institutions	Fields of study / Programmes	Students
A	Public institutions		
	10 HEIs offering ISCED level 5A studies (59 % of those concerned and 56 % of the total).	1 040 ISCED level 5A programmes (88 % of the total).	54 210 bachelor's and 3 705 master's students at ISCED level 5A (80 % of the total).
	Government-dependent or State-recognised private institutions		
	10 HEIs offering ISCED level 5A studies (50 % of those concerned and 40 % of the total).	213 ISCED level 5A programmes (83 % of the total).	4 429 bachelor's and 506 master's students at ISCED level 5A (75 % of the total).
B	Public institutions		
	All (18).	All (1 185).	
	Government-dependent or State-recognised private institutions		
All (25).	All (256).		
C	Public institutions		
	17 HEIs offering ISCED level 5A studies (62 % of those concerned and of the total).		10 843 bachelor's students (51 % of those concerned).
	Government-dependent or State-recognised private institutions		
20 offering ISCED level 5A studies (80 % of those concerned and of the total).		1 042 bachelor's students (71 % of those concerned).	

Source: Higher Education Institutions (2005/06).

HR	Institutions	Fields of study / Programmes	Students
A	Public institutions		
	68 HEIs (77 % of the total).	545 ISCED 5A programmes (95 % of the total) and 140 ISCED 5B programmes (100 % of the total).	Around 50 % of students below doctoral level in 2006/07.
	Government-dependent or State-recognised private institutions		
	15 private HEIs (100 % of the total).	All programmes (27).	(:)
B	Public institutions		
	All.	All (573 at ISCED level 5A, 140 at ISCED level 5B).	
	Government-dependent or State-recognised private institutions		
All.	All (27 at ISCED level 5B).		

Source: Ministry of Science, Education and Sport (2005/06).

HU	Institutions	Fields of study / Programmes	Students
A	Public institutions		
	21 HEIs offering programmes at ISCED levels 5A and 5B (68 % of those concerned and of the total). All HEIs offering programmes at ISCED levels 5A and 6 (18).	31 programmes (7 % of those concerned and of the total).	The 11 982 students working for bachelor's qualifications at ISCED level 5A (3 % of the total). Implementation has not yet affected master's level qualifications.
	Government-dependent or State-recognised private institutions		
	All 4 institutions concerned offer ISCED 5A and ISCED 6 programmes (57 % of the total).	(:)	
B	Public institutions		
	All institutions.	All programmes (444).	
C	According to 2005 Act on Higher Education, all institutions are obliged to issue the DS automatically as of March 2006.		15 476.

Source: National Centre for Information on Higher Education, Statistical Yearbook on Education 2005/06, Ministry of Education (2005/06).

IE	Institutions	Fields of study / Programmes	Students
A	All institutions.	All programmes.	All students.
B			
C	Nearly all.		About 100 000.

Source: Department of Education and Science (2005/06).

IT	Institutions	Fields of study / Programmes	Students
A + B	Public institutions		
	All HEIs offering programmes at ISCED levels 5A and 6 (60), 68 HEIs offering programmes at ISCED level 5B only (68, or 82 % of those concerned and of the total), and all programmes at ISCED level 6.	5 464 programmes at ISCED level 5A (72 % of the total) and 772 at ISCED level 5B (35 % of the total).	1 031 890 bachelor's and 83 627 master's students at ISCED level 5A (66 % of the total), 8 594 bachelor's and 5 544 master's students at ISCED level 5B (24 % of the total) and 35 974 ISCED level 6 students.
	Government-dependent or State-recognised private institutions		
	All HEIs that offer courses at ISCED levels 5A and 6 (16) and 26 offering ISCED level 5B studies only (or 55% of those concerned and of the total).	449 (71 % of the total) and 135 (29 % of the total) respectively.	71 049 bachelor's and 7 467 master's students at ISCED level 5A (60 % of the total), 1 577 bachelor's and 783 master's students at ISCED level 5B (25 % of the total) and 1 546 ISCED level 6 students.
			B: No data collected.

Source: Ministry for University and Research (MiUR) – Office of Statistics (2004/05).

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LI	Institutions	Fields of study / Programmes	Students
A	The Liechtenstein University of Applied Sciences (<i>Hochschule Liechtenstein</i>).	All ISCED 5A programmes (3 bachelor's and 4 master's).	All students (320 bachelor's and 179 master's in the public HE sector, and 30 doctoral students in the private HE sector).
B	The two private HEIs (International Academy of Philosophy, University of Human Sciences) offering only doctorates (ISCED 6).		
C			All graduates (79 bachelor's, 37 master's and 3 doctoral graduates).

Source: Liechtenstein Office of Education, *Hochschule Liechtenstein* (Liechtenstein University of Applied Sciences), International Academy of Philosophy, University of Human Sciences, Statistics on Education 2005 (2005/06).

LT	Institutions	Fields of study / Programmes	Students
A	Public institutions		
	All, except the <i>Kolegija</i> .	983 ISCED 5A programmes (99 % of the total).	95 % of all students on ISCED 5A programmes (101 938 bachelor's and 21 029 master's) and all doctoral students (2 498).
	Government-dependent or State-recognised private institutions		
	All, except the <i>Kolegija</i> .	15 ISCED 5A programmes (83 % of the total).	89 % of all students on ISCED 5A programmes (2 924 bachelor's and 879 master's) and all doctoral students (14).

LT	Institutions	Fields of study / Programmes	Students
B	Public institutions		
	All HEIs offering programmes at ISCED level 5A or higher. 14 HEIs providing ISCED 5B programmes only (88 % of the total).	(:)	
	Government-dependent or State-recognised private institutions		
	Two HEIs offering programmes at ISCED level 5A (29 % of the total). All HEIs providing programmes at ISCED level 5B only, at ISCED levels 5A and 5B and at ISCED levels 5A and 6.	(:)	
	All institutions: system compatible with ECTS.	(:)	
C	All institutions.		(:)

Source: Statistics Department of the Government of the Republic of Lithuania (Lithuania Statistics), Ministry of Education and Science (2005/06).

Note:

ECTS is only used for transfer in European programmes on mobility.

LU	Institutions	Fields of study / Programmes	Students
A	The University of Luxembourg.	All programmes (13 ISCED 5A and 8 ISCED 5B) that started in 2005/06 or later.	Bachelor's students who enrolled in 2005/06 or later.
B			

Source: Ministry of National Education and Vocational Training (2005/06).

LV	Institutions	Fields of study / Programmes	Students
A	All institutions (20 public and 14 private).	580 programmes (99 % of those concerned and 81 % of the total), of which 111 are ISCED level 6 programmes.	109 090 students (99 % of those concerned and 83 % of the total), of which 1 809 are in ISCED 6 programmes.
B	All institutions: credit system compatible with ECTS (used for transfer only).	All programmes (used for transfer only).	
C	All institutions (56), including colleges offering only short ISCED 5B programmes (22).		All 2005 graduates concerned (26 007).

Source: Ministry of Education and Science (2005/06).

ME	Institutions	Fields of study / Programmes	Students
	Public institutions		
A + B	The University of Montenegro.	All programmes at the University of Montenegro (55 ISCED 5A and 18 ISCED 5B).	All students at the University of Montenegro: 9 391 bachelor's students at ISCED level 5A, 3 100 bachelor's students at ISCED level 5B, 990 master's and 120 doctoral students.

ME	Institutions	Fields of study / Programmes	Students
	Government-dependent or State-recognised private institutions		
A + B	All institutions: the University <i>Mediterranean</i> and 3 separate private faculties.	All (13 ISCED 5A and 1 ISCED 5B).	All students: 1 450 bachelor's students at ISCED level 5A, 70 master's students at ISCED level 5A and 90 bachelor's students at ISCED level 5B. B: No data collected.
C	Diploma Supplement will be issued as of 2006/07.		

Source: Ministry of Education and Science of Montenegro (2005/06).

Note:

Master's includes students enrolled in 'specialised studies'.

MT	Institutions	Fields of study / Programmes	Students
A	University of Malta.	All programmes (164 ISCED 5A, 17 ISCED 5B and 68 ISCED 6).	All students (827 Diploma, 5 721 bachelor's students and 1800 master's students at ISCED level 5A and ISCED level 5B, and 148 doctoral students).
B		All 181 ISCED 5A and 5B programmes.	
C			First DS awarded in December 2006.

Source: University of Malta (2005/06).

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NL	Institutions	Fields of study / Programmes	Students
A	Professional HEIs offering solely ISCED 5A (bachelor's and/or master's levels): 21 public HEIs, 3 HEIs that are not subsidized by the government but which award diplomas and titles that are officially recognized (there are many such institutions in the private HE sector). Universities offering solely ISCED 5A (bachelor's and/or master's levels): 13 public universities and 7 universities that are not subsidized by the government but which award diplomas and titles that are officially recognized.	Approximately 2500.	345 087 bachelor's and 1 634 master's students in professional higher education institutions (96 % of the total). 137 092 bachelor's and 28 741 master's students in universities (75 % of the total).
C	(:)		Around 75 % of graduates (in line with the official European model) and 25 % on request (Source: Association of Universities in the Netherlands). As of 2008: all students (DS format in line with the official European model).

Source: Ministry of Education, Culture and Science (Central Funding of Institutions Agency), Association of Universities in the Netherlands and Informatie Beheer Groep (2005/06).

PL	Institutions	Fields of study / Programmes	Students
A	Public institutions		
	30 HEIs.	All study fields at 6 HEIs; at least half of the study fields at 31 HEIs; and at least one study fields at 23 HEIs. Information not available for 3 % of institutions (*).	
	Government-dependent or State-recognised private institutions		
	218 HEIs offering only first-cycle (bachelor's) programmes.		(:)
B	Public institutions		
	81 % (50 of 54) of public university-type institutions and 15 % (4 of 26) of public non-university institutions ('higher vocational education schools') introduced ECTS in all or at least half of their fields of study. 6 % (4) of public university-type institutions and 4% (1) public non-university institutions ('higher vocational education schools') introduced ECTS in less than half of their fields of study. 81 % (21) of public non-university institutions ('higher vocational education schools') have not introduced ECTS at all. Information not available for 13 % of public university-type institutions.		

PL	Institutions	Fields of study / Programmes	Students
(B)	Government-dependent or State-recognised private institutions		
	15 % (39 of 212) of private HEIs introduced ECTS in all or at least half of their fields of study and 5 % (12) of private HEIs introduced ECTS in less than half of their fields of study. 61 % (161) of private HEIs have not introduced ECTS at all. Information not available for 22 % of private institutions (*).		
C	All institutions.		All bachelor's and master's graduates since January 2005.

Source: *Szkolnictwo wyższe – podstawowe dane 2004* (higher education: 2004 basic data), National Ministry of Education, 2005 (2004/05).

(*) Source: A. Kraśniewski, *Proces Boloński: Dokąd zmierza europejskie szkolnictwo wyższe*, Warsaw, 2006 (2003).

PT	Institutions	Fields of study / Programmes	Students
	Public institutions		
A + B	14 HEIs offering programmes at ISCED levels 5A and 6 (30 % of the total).	(:)	(:)
	State-recognised private institutions		
	4 HEIs offering programmes at ISCED levels 5A and 6 (4 % of the total).	(:)	(:)
			B: No data collected.
C	Issued on a compulsory basis since 2006/07.		(:)

Source: Directorate-General for Higher Education (2006/07).

RO	Institutions	Fields of study / Programmes	Students
A	Public institutions		
	All 48 HEIs concerned (87 % of the total).	All programmes concerned at ISCED level 5A (518, 93 % of the total).	Only students enrolled since 2005/06 (143 625, or 100 % of those concerned, and 94 % of all first-year students since 2005/06).
	Government-dependent or State-recognised private institutions		
	52 HEIs offering solely ISCED 5A qualifications.	All 211 programmes concerned at ISCED level 5A (98 % of the total).	Only students enrolled since 2005/06 (7 776, or 100 % of those concerned, and 98 % of all first-year students since 2005/06).
B	All institutions.	All programmes.	
C	Issued on a compulsory basis since 2005/06.		Issued on a compulsory basis since 2005/06.

Sources: National Statistical Institute – Higher Education at the beginning of the 2005/06 academic year. Ministry of Education and Research, Department for University Management (2005/06).

RU	Institutions	Fields of study / Programmes	Students
A	Public institutions		
	425 HEIs offering solely ISCED 5A programmes (76 % of those concerned and 65 % of the total).	23 360 at ISCED level 5A (49 % of those concerned and 39 % of the total).	312 014 bachelor's students and 21 620 master's students at ISCED level 5A (6 % of the total).
	Government-dependent or State-recognised private institutions		
	125 HEIs offering solely ISCED 5A programmes (72 % of those concerned and of the total).	2 140 at ISCED level 5A.	180 013 bachelor's and 11 350 master's students at ISCED level 5A (22 % of the total).
B	Public institutions		
	52 HEIs offering ISCED level 5A programmes (9 % of those concerned and 8 % of the total) follow a pilot-project since 2004.	11 680 programmes at ISCED level 5A (25 % of those concerned and 19 % of the total).	
	Government-dependent or State-recognised private institutions		
	15 HEIs offering ISCED level 5A programmes (4 % of those concerned and of the total).	730 programmes at ISCED level 5A (3 % of those concerned and of the total).	

RU	Institutions	Fields of study / Programmes	Students
C	Public institutions		
	There is a pilot-project that covers 21 institutions at ISCED level 5A.		91 320 ISCED 5A students (11 % of those concerned and of the total). All students concerned (821 710) received a Diploma Supplement different from the Bologna model.
	Government-dependent or State-recognised private institutions		
	There is a pilot-project that covers 12 institutions at ISCED level 5A. 386 HEIs at ISCED level 5A (all those concerned and respectively 85 % and 98 % of the total) offer a Diploma Supplement different from the Bologna model.		18 340 ISCED level 5A students (16 % of those concerned and of the total). All students concerned (115 220) received a Diploma Supplement different from the Bologna model.

Sources:

Education in the Russian Federation. Annual Statistics (Ministry of Education and Science, Federal Service of State Statistics, Federal Agency on Education). Publishing House: Higher School of Economics, Moscow, 2005.

National Report for UNESCO on System of Education in the Russian Federation, Centre for Comparative Educational Policy, Ministry of Education and Science, Moscow, 2005.

Note:

The doctoral programmes are not legally established as the third cycle of higher education.

SE	Institutions	Fields of study / Programmes	Students
A	The three-cycle structure will be introduced for all 36 public institutions and government-supervised private institutions including all study fields in July 2007. At present, only some programmes follow this structure.		
B	Solely a national credit system compatible with ECTS, although ECTS is used for international exchanges. As of July 2006, a new system based on ECTS will come into effect for all institutions.		
C	All 36 public institutions and all government-supervised private HEIs.		All students.

Source: Sweden Statistics, Regulations on Higher Education 1993:100 (2005/06).

SI	Institutions	Fields of study / Programmes	Students
A	Public institutions		
	3 (10 % of the total).	80 programmes (22 % of those concerned and of the total) at ISCED level 5A.	6 679 bachelor's and 933 master's students (13 % of those concerned and of all students at ISCED level 5A).
	Government-dependent or State-recognised private institutions		
	2.	7 ISCED 5A programmes (28 % of those concerned and of the total).	239 bachelor's and 175 master's students (29 % of those concerned and of all students at ISCED level 5A).

Source: Statistical Office of RS; Ministry of Higher Education, Science and Technology (2005/06, except for fields of study: 2006/07).

SK	Institutions	Fields of study / Programmes	Students
A	All institutions at ISCED level A.	All except medicine, Catholic theology, and pharmacy.	All new students at ISCED level 5A and all new entrants at ISCED level 6 (1 243, 12 % of the total) in 2005.
B	All HEIs, credit system compatible with ECTS.	All programmes.	
C	All institutions.		All students who will finish the first stage of higher education study at the end of 2007/08 or later.

Source: Number of PhD students, Statistical yearbook of education (Institute of Information and Prognoses for Education) (2005/06).

UK-ENG/WLS/NIR	Institutions	Fields of study / Programmes	Students
A	All institutions.	All programmes.	All students.
B	Credit systems compatible with ECTS are used.	(:)	
C	Being introduced.		(:)

Source: National Foundation for Educational Research (2005/06).

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