



# Bologna Process Stocktaking London 2007



department for  
education and skills



**Socrates**

# **Bologna Process Stocktaking Report 2007**

**Report from a working group appointed by the Bologna  
Follow-up Group to the Ministerial Conference in London,  
May 2007**

*This project has been funded with support from the European Commission in the framework of the Socrates programme. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*

# Bologna Follow-up Group

## Stocktaking Working Group 2005-2007

### Chair

Prof Andrejs Rauhvargers (Latvia)

### Members

Marie-Anne Persoons (Belgium - Flemish Community)

Heli Aru (Estonia)

Uta Grund (Germany)

Foteini Asderaki (Greece)

Sverre Rustad (Norway)

Camelia Sturza (Romania, replaced Prof Vasile Isan)

Darinka Vrecko (Slovenia)

Prof Aybar Ertepinar (Turkey)

David Crosier (European University Association)

Stéphanie Oberheidt (Eurydice European Unit)

Ann McVie (Bologna Secretariat)

*Expert appointed to assist working group*

Cynthia Deane (Options Consulting)

The work on the 2007 Bologna Process stocktaking was supported by the European Commission, both through the Socrates Programme and by facilitating analysis of data from the 'non-Socrates' countries by Eurydice European Unit. The Working Group would like to thank Eurydice and the European University Association (EUA) for supporting their representatives' participation in the Working Group. This ensured that the stocktaking was informed by the results of Eurydice *Focus on the Structure of Higher Education in Europe* and the EUA *Trends V* studies. We also thank the Council of Europe for its generous support.

# Contents

<b>Acknowledgements</b>	<b>iv</b>
<b>Executive summary</b>	<b>1</b>
<b>Part 1</b>	<b>2007 stocktaking: background and methodology</b>
	<b>5</b>
<b>Part 2</b>	<b>Analysis of 2007 stocktaking results</b>
	<b>11</b>
<b>Part 3</b>	<b>Conclusions and recommendations</b>
	<b>47</b>
<b>Annex</b>	<b>2007 stocktaking scorecards</b>
	<b>55</b>

# Acknowledgements

As chair of the Working Group on Stocktaking, I would like to pay tribute to my colleagues on the group for their valuable contributions and for the nice, friendly and constructive atmosphere throughout our work. I would also like to acknowledge the work of Ann McVie of the UK Secretariat who not only ensured a smooth work process but also took up a substantial share of the overall work herself and did it in an elegant and efficient manner.

It was a real pleasure for the Working Group to have Cynthia Deane as an expert. Her analytical approach, knowledge and experience, not least in the previous stocktaking were highly appreciated by the Working Group and to a great extent eased the task of the Working Group chair.

Finally, I would like to thank the Bologna Follow-up Group representatives from each of the participating countries who provided the material in the National Reports, which in turn forms the basis of the Stocktaking Report.

I am confident that the Working Group has produced a report that integrates quantifiable indicators and qualitative analysis and therefore provides an objective statement of the level of progress in the aspects for which the Ministers requested taking stock in 2007. The report identifies both the areas where the progress has been the strongest and the aspects in which most effort has to be made as we move towards the overall Bologna Process goals. I also believe that the combination of qualitative and quantitative analysis should be continued and further developed in the next phase of stocktaking.

*Andrejs Rauhvargers,*

*Chair, BFUG Working Group on Stocktaking*

*April 2007*

# Executive summary

## Outline of the 2007 stocktaking report

This report on the Bologna Process stocktaking was prepared for the London Ministerial meeting in May 2007. The report has three parts.

Part 1 explains the background to the 2007 stocktaking exercise, linking it to the findings of the 2005 stocktaking report and to the Bergen Communiqué. It also describes the methodology that was used in the 2007 stocktaking.

Part 2 includes quantitative and qualitative analysis of the stocktaking results.

Part 3 draws conclusions about progress towards achieving the goals that were set by the Ministers in Bergen and makes recommendations for the future based on the analysis of the 2007 stocktaking results.

### Summary of findings from the 2007 stocktaking

There are three main findings from the 2007 stocktaking:

1. There has been good progress in the Bologna Process since Bergen.
2. The outlook for achieving the goals of the Bologna Process by 2010 is good, but there are still some challenges to be faced.
3. Stocktaking works well as an integral part of the Bologna Process strategy.

## Conclusion 1

### *There has been good progress in the Bologna Process since Bergen*

The 2007 scorecard shows that the overall picture within the Bologna Process is much more “green” than it was in 2005. The stocktaking results show that there has been considerable progress towards achieving the goals set by the Ministers in Bergen.

### Good progress on the three-cycle degree system

The three-cycle degree system is now at an advanced stage of implementation across the participating countries. The access from one cycle to the next has improved, and there is a trend towards providing structured doctoral programmes.

Work has started on implementing national frameworks for qualifications compatible with the overarching framework for qualifications in the European Higher Education Area (EHEA).

Some elements of flexible learning paths in higher education exist in all countries. In some countries they are at a more developed stage and include procedures for the recognition of prior learning.

### Good progress on quality assurance

Implementation of the *Standards and Guidelines for Quality Assurance in the European Higher Education Area*, adopted in Bergen, has started on a widespread basis.

Student involvement in quality assurance has grown significantly since 2005, while there is more work to be done on extending the level of international participation.

### Good progress on recognition of degrees and study periods

There is good progress towards incorporating the principles of the Lisbon Recognition Convention in national legislation and institutional practice. However, not all countries have yet ratified the Convention.

Countries have developed national action plans to improve the quality of their recognition processes.

There is potential for a significant increase in the number of joint degrees awarded in two or more countries. Legal barriers to the recognition of joint degrees have been largely removed.

Higher education institutions have begun to recognise prior learning (including non-formal and informal learning) for access to higher education programmes and qualifications. However there is more work to be done in this area.

### Linking higher education and research

Many countries are strengthening the links between the higher education and research sectors.

Some countries have concrete plans to increase the numbers of doctoral graduates taking up research careers.



## Conclusion 2

*The outlook for achieving the goals of the Bologna Process by 2010 is good, but there are still some challenges to be faced*

There has been good progress up to now, however it is not uniform across all countries and all action lines. There is a need to look ahead and focus on reaching all the goals of the Bologna Process in each participating country by 2010.

### The Bologna Process is an effective catalyst for reform at national level

The Bologna Process has driven the process of higher education reform at national level. Higher education institutions, their staff and students, business and social partners, and international organisations are more actively engaged as partners in implementing the Bologna Process than was previously the case.

The sharing of expertise has contributed to building capacity at both institutional and national levels so that there has been measurable progress across all participating countries.

### There is a need to link all the action lines

While the 2007 stocktaking found that there has been good progress on specific action lines and indicators, it is not enough to look at these in isolation because all aspects of the Bologna Process are interdependent. There are two themes that link all action lines: a focus on *learners*, and a focus on *learning outcomes*.

If the Bologna Process is to be successful in meeting the needs and expectations of learners, all countries need to use learning outcomes as a basis for their national qualifications frameworks, systems for credit transfer and accumulation, the diploma supplement, recognition of prior learning and quality assurance. This is a precondition for achieving many of the goals of the Bologna Process by 2010.

## Conclusion 3

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

Stocktaking within the Bologna Process involves collaborative peer-reported self-evaluation, which has been effective in encouraging countries to take action at national level. All countries have made progress, and stocktaking has made the progress visible.

From the experience of both the 2005 and 2007 stocktaking exercises, it is clear that stocktaking within the Bologna Process works best when it is an integral part of a goal-driven development strategy that includes five “steps to success”:

1. Agree the policy goals, linking them to a vision for the future that is shared by all participating countries
2. Set targets to be achieved within a certain time frame (make sure they are specific, measurable, achievable, relevant and timed: SMART)

3. Take action at national level and collectively (provide relevant support, share good practice, encourage peer collaboration)
4. Review progress individually: self-evaluation using agreed criteria (scorecard) complemented by qualitative reporting
5. Evaluate achievement collectively (stocktaking).

## **Recommendations from the 2007 stocktaking**

### ***Recommendation to Ministers***

Set clear policy goals and specific targets for the next period of the Bologna Process, especially in the areas of the third cycle, employability, recognition, lifelong learning, flexible learning paths and the social dimension.

### ***Recommendations for countries***

1. Work towards fully implementing a national qualifications framework based on learning outcomes by 2010.
2. Link the development of the qualifications framework to other Bologna action lines, including quality assurance, credit transfer and accumulation systems, lifelong learning, flexible learning paths and the social dimension.
3. Ensure that progress is promoted across all action lines, including the more challenging aspects that are not easily and immediately attainable.
4. Make formal links between the Bologna Process and the ENIC/NARIC (European Network of Information Centres/ National Academic Recognition Information Centre) network to undertake further work on developing and implementing national action plans for recognition.

### ***Recommendations for future stocktaking***

Repeat the stocktaking in 2009, with the close collaboration of other partner organisations, including Eurydice European Unit, European University Association (EUA) and ESIB (National Unions of Students in Europe), in setting out the timetable and the arrangements for data collection and analysis.

# 2007 stocktaking: background and methodology

This part of the report explains the background to the 2007 stocktaking exercise, linking it to the findings of the 2005 Stocktaking Report and to the Bergen Communiqué. It also describes the methodology that was used in the 2007 stocktaking.

## Background to the 2007 stocktaking exercise

The first stocktaking of progress in the Bologna Process was carried out in 2005, following a decision taken by the Ministers at their 2003 meeting in Berlin. When the Stocktaking Working Group presented its report to the ministerial meeting in Bergen in 2005, the Ministers accepted the recommendation that the stocktaking exercise should continue and they asked that a further report should be prepared for their meeting in London in May 2007.

This report presents the results of the 2007 stocktaking, which was designed to check the progress that participating countries have made on the aspects of the Bologna Process that are included in the Bergen Communiqué. The report gives an overview of progress since 2005 and also of progress towards achieving the 2010 goals of the Bologna Process.

## Building on the findings of the 2005 stocktaking

The 2005 stocktaking report concluded that very good progress had been made on achieving the targets in the three priority action lines set by Ministers in the Berlin Communiqué: quality assurance, degree system and recognition. However, the report also identified a number of important gaps in those areas.

For the *quality assurance* action line, the two main issues were the low level of student and international participation and the need to go beyond establishing quality assurance *systems* to promote a quality assurance *culture* in all aspects of higher education.

In the *degree system* action line, the issue of providing access to the next cycle gave rise to some controversy based on differing interpretations of the term “access”. Another issue was the need to engage social partners, especially employers, in the governance and decision-making of higher education systems to ensure the continuing relevance of degrees to employment.

In the *recognition* action line, the 2005 Stocktaking Report showed that there were some problems in implementing tools such as the diploma supplement and it also emphasised the need for progress to be made on developing the emerging framework for qualifications of the EHEA.

The report recommended that the stocktaking exercise would continue and this was endorsed by the Ministers in the Bergen Communiqué.

## The Bergen Communiqué: issues for stocktaking in 2007

In the Bergen Communiqué, Ministers charged the Bologna Follow-up Group (BFUG) with continuing and widening the stocktaking process, and stated that they expected implementation of the three intermediate priorities (degree system, quality assurance, recognition of degrees and study periods) to be largely completed by 2007. Ministers asked the BFUG to include a number of specific issues in the 2007 stocktaking and underlined important aspects in which they expected results.

We expect stocktaking ... to continue in the fields of the degree system, quality assurance and recognition of degrees and study periods....

In particular, we shall look for progress in

- implementation of the standards and guidelines for quality assurance as proposed in the ENQA report;
- implementation of the national frameworks for qualifications;
- the awarding and recognition of joint degrees, including at the doctorate level;
- creating opportunities for flexible learning paths in higher education, including procedures for the recognition of prior learning.

(*Bergen Communiqué*<sup>1</sup>, p.5)

## Questions for the 2007 stocktaking

The priority action areas and the other main themes identified by the Ministers in the Bergen Communiqué gave rise to a set of questions as a starting point for the 2007 stocktaking.

### Questions about the degree system

How advanced is the implementation of the three cycle degree system?

Has work started on implementing a national framework for qualifications compatible with the overarching framework for qualifications of the EHEA?

### Questions about quality assurance

Has each country started to implement the *Standards and Guidelines for Quality Assurance in the European Higher Education Area* adopted in Bergen?

---

1 The full text of the *Bergen Communiqué* is at [http://www.bologna-bergen2005.no/Docs/00-Main\\_doc/050520\\_Bergen\\_Communique.pdf](http://www.bologna-bergen2005.no/Docs/00-Main_doc/050520_Bergen_Communique.pdf)

What progress has been made as regards student involvement and international cooperation in quality assurance?

### **Questions about recognition of degrees and study periods**

Have all countries ratified the Lisbon Recognition Convention as urged in the Bergen Communiqué?

Has each country implemented the principles of the Lisbon Recognition Convention and incorporated them in national legislation as appropriate?

Has each country developed a national action plan to improve the quality of the process associated with the recognition of foreign qualifications?

Have all countries removed the obstacles for awarding and recognition of joint degrees (i.e. degrees awarded jointly by higher education institutions in two or more countries)?

### **Questions about flexible learning paths in higher education and recognition of prior learning**

What progress has been made on creating opportunities for flexible learning paths in higher education, including procedures for the recognition of prior learning?

Are there procedures and arrangements in all countries for recognition of prior learning (including non-formal and informal learning) for access to higher education programmes and for allocating credits?

### **Questions about other themes from the Bergen Communiqué**

In addition to the three interim priority action lines, the Bergen Communiqué gave rise to questions about the role of higher education in research; about the employability of graduates, and about the role of the Bologna Process in promoting partnership at institutional and national levels. These questions were also included in the template for national reports.

#### ***Higher education and research***

How well is the higher education sector linked with other research sectors in the participating countries?

What plans are in place to increase the numbers of doctoral candidates taking up research careers?

#### ***Employability of graduates***

What measures are being taken to increase the employability of graduates with bachelor qualifications?

#### ***Partnership***

How well are higher education institutions, their staff and students engaged as partners in the implementation of the Bologna Process?

To what extent are organisations representing business and the social partners cooperating in reaching the goals of the Bologna Process?

## 2007 stocktaking methodology

The Bologna Follow-up Group appointed a working group chaired by Prof. Andrejs Rauhvargers (Latvia) to carry out the stocktaking. The members of the working group were: Marie-Anne Persoons (Belgium - Flemish Community); Heli Aru (Estonia); Uta Grund (Germany); Foteini Asderaki (Greece); Sverre Rustad (Norway); Camelia Sturza (Romania, replaced Prof. Vasile Isan); Darinka Vrecko (Slovenia); Prof. Aybar Ertepinar (Turkey); David Crosier (European University Association); Stéphanie Oberheidt (Eurydice European Unit); Ann McVie (Bologna Secretariat); Cynthia Deane (Expert).

### Terms of reference of the 2007 Stocktaking Working Group

The Bologna Follow-up Group asked the Stocktaking Working Group to include two aspects in the 2007 stocktaking: firstly the issues that were explicitly mentioned in the Bergen Communiqué as being part of the next stocktaking exercise, and secondly the related issues mentioned in the communiqué where Ministers wanted to see that progress had been made by 2007.

The Working Group was asked to:

1. Identify the key issues to be addressed through the stocktaking exercise as well as the methodology to be used in this exercise
2. Collaborate with partner and other organisations in order to maximise the use of data sources
3. Define, where appropriate, the structure of a separate questionnaire to be used in the stocktaking should this be required
4. Prepare a structure for the national contributions to the stocktaking to be submitted by participating countries
5. Prepare a report for approval by the BFUG in advance of the London Conference in 2007.

### Steps in the stocktaking process

In the period from December 2005 to April 2007 the Working Group, supported by the expert and the secretariat, completed the following steps in the stocktaking process:

- defined the stocktaking framework, which integrated data from various sources
- developed the stocktaking indicators and criteria for the 2007 scorecard
- formulated questions and devised a template for national reports
- gathered data by asking countries to submit national reports
- analysed data from national reports and other sources
- prepared the Stocktaking Report.<sup>2</sup>

---

<sup>2</sup> The Working Group met five times: 9 December 2005; 27 February and 11 October 2006; 12-13 February and 26-27 March 2007.

## *The framework for stocktaking in 2007*

The 2007 stocktaking built on the methodology that was developed in 2005, and combined a quantitative and a qualitative approach to assessing progress within the Bologna Process. The first step for the Working Group was to decide how to include the “related issues” in the stocktaking exercise. The BFUG advised that the experience of the previous stocktaking exercise, where clearly measurable information was included in the scorecard and other issues were covered in the text, was relevant in this context. The Stocktaking Working Group adopted this framework as a way of combining quantitative and qualitative analysis of progress. It was also a way of keeping the stocktaking exercise manageable within the available resources.

It was decided that the data for the stocktaking would be drawn mainly from national reports submitted by all countries, backed up and validated by data from a number of other sources. As in 2005, the other data sources in 2007 were:

- Eurydice report: *Focus on the Structure of Higher Education in Europe*
- EUA (European University Association) report: *Trends V*
- ESIB (National Unions of Students in Europe) survey: *Bologna With Student Eyes*.

The Working Group included a member from Eurydice and one from the EUA, which made it possible to share data.

## *The 2007 scorecard: stocktaking indicators and criteria*

The Working Group used the 2005 scorecard indicators as a starting point, and made changes to take account of the progress that was expected to have happened within the two years since the previous stocktaking.<sup>3</sup> This meant that some of the 2005 indicators were amalgamated, some of the criteria for the colour categories were changed and some new indicators were added.

The Working Group decided that there would not be scorecard indicators for third cycle doctoral studies and flexible learning paths in higher education, but that these aspects would be included in national reports. They would then be treated within the qualitative part of the stocktaking report. The indicators for the 2007 stocktaking were approved by the Bologna Follow-up Group in April 2006.

## *National reports*

The 2007 stocktaking differed from the 2005 exercise in that the scorecard criteria were agreed at an earlier stage in the process. The template for national reports was then designed to elicit the appropriate data and it was sent to all participating countries in May 2006 together with the scorecard.<sup>4</sup> This meant that all countries knew in advance the criteria against which progress on the indicators would be assessed in the stocktaking exercise.

---

3 The 2005 scorecard is included in the Stocktaking Report which is available at [http://www.bologna-bergen2005.no/Bergen/050509\\_Stocktaking.pdf](http://www.bologna-bergen2005.no/Bergen/050509_Stocktaking.pdf)

4 The 2007 scorecard criteria and the template for national reports are at <http://www.dfes.gov.uk/bologna/index.cfm?fuseaction=docs.list&DocCategoryID=2>



The deadline for submitting national reports was 15 December 2006, and by that date reports had been received from only eight countries. Most reports were submitted within a month of the closing date. There were a few countries that delayed the stocktaking process by submitting their reports very late. The last national report was received three months after the deadline. The total number of reports was 48: there are 46 countries in the Bologna Process, with two reports for each of Belgium and the United Kingdom.<sup>5</sup>

### *Analysing data from national reports and other sources*

In their national reports, countries provided data about their progress on the Bologna action lines. They also described the processes initiated at national level to support implementation of the Bologna reforms. All national reports conformed to the template that was supplied, but not all responses directly answered the questions that were asked. This made it difficult to assign scores for the indicators, and on several occasions countries were asked to supply more information.

The secretariat sent the first draft of country scorecards to the countries for checking at the end of January 2007. If countries saw grounds to have a score revised, they were asked to supply relevant evidence to justify the change. In almost three-quarters of the requests, the score was changed on the basis of the new information that the country submitted. In some other cases, it was decided that the score would not change but an explanatory note would be added to the text accompanying the country scorecard in the report.

It is significant to note that in 2007 six countries asked that a score be revised compared to just one country in 2005. This may suggest that countries are now more willing to present a true picture of their stage of progress and are less concerned with “looking good”. It is also important to recognise that the situation is dynamic and ever-changing. While this Stocktaking Report presents an overview of the situation at the end of 2006, some countries have made more progress since scores were assigned on the basis of the information they gave in their national reports. This is mentioned in the note that accompanies each country scorecard, where appropriate.

When the analysis of stocktaking results from the national reports was complete, the Working Group had an opportunity to validate the findings against the Eurydice, EUA and ESIB data.

### *Preparing the Stocktaking Report*

In preparing the 2007 Stocktaking Report, the Working Group wanted to produce a document that would give Ministers, policy makers and higher education practitioners a clear and comprehensive analysis of progress. While the scorecard is an important part of the report, the results need to be read in conjunction with the commentary to get a full picture of how the Bologna Process has advanced since 2005, and how it is positioned to achieve all its goals by 2010.

---

<sup>5</sup> All 2007 national reports are available at <http://www.dfes.gov.uk/bologna/index.cfm?fuseaction=docs.list>



# Analysis of 2007 stocktaking results

This part of the report analyses the results of the stocktaking, showing where there has been any notable progress or lack of progress. It includes results, comments and analysis for each indicator in the scorecard and also for the other aspects of the stocktaking that were not included in the scorecard. The level of progress is assessed by comparing the 2007 data with the 2005 stocktaking results, where the indicators are directly comparable. An “at a glance” summary scorecard and the individual scorecards for all countries are included in the Annex.

## Stocktaking results for indicators included in the scorecard

### *Stocktaking on the Degree System*

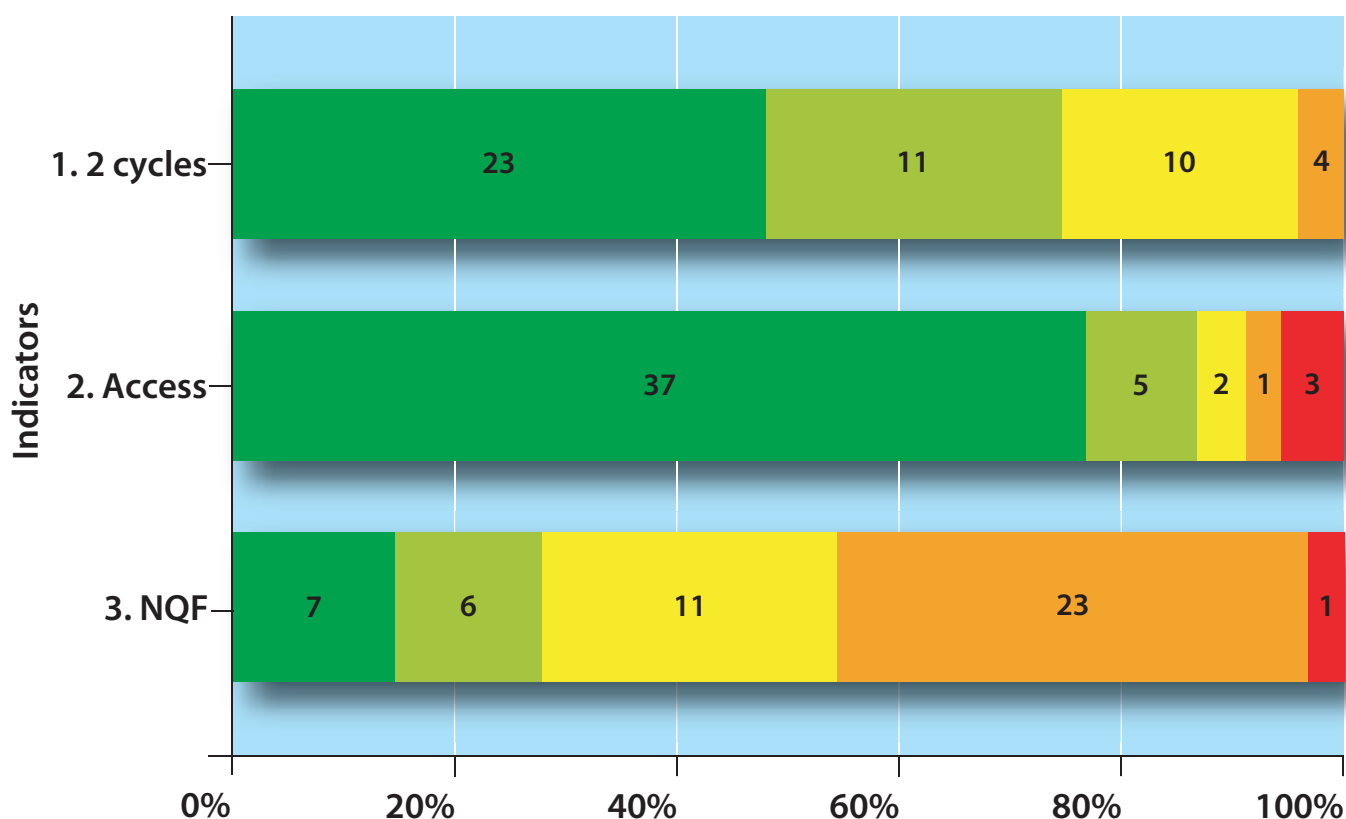
**Table 1**

**Number of countries in each colour category for indicators 1-3**

Degree System	Green	Light green	Yellow	Orange	Red
1. Stage of implementation of the first and second cycle	23	11	10	4	0
2. Access to the next cycle <sup>6</sup>	37	5	2	1	3
3. Implementation of national qualifications framework	7	6	11	23	1

<sup>6</sup> “Access” is defined according to the Lisbon Recognition Convention: “Access : the right of qualified candidates to apply and to be considered for admission”.

**Figure 1a Degree System: number and percentage of countries in each colour category for indicators 1-3**



#### Indicator 1: Stage of implementation of the first and second cycle

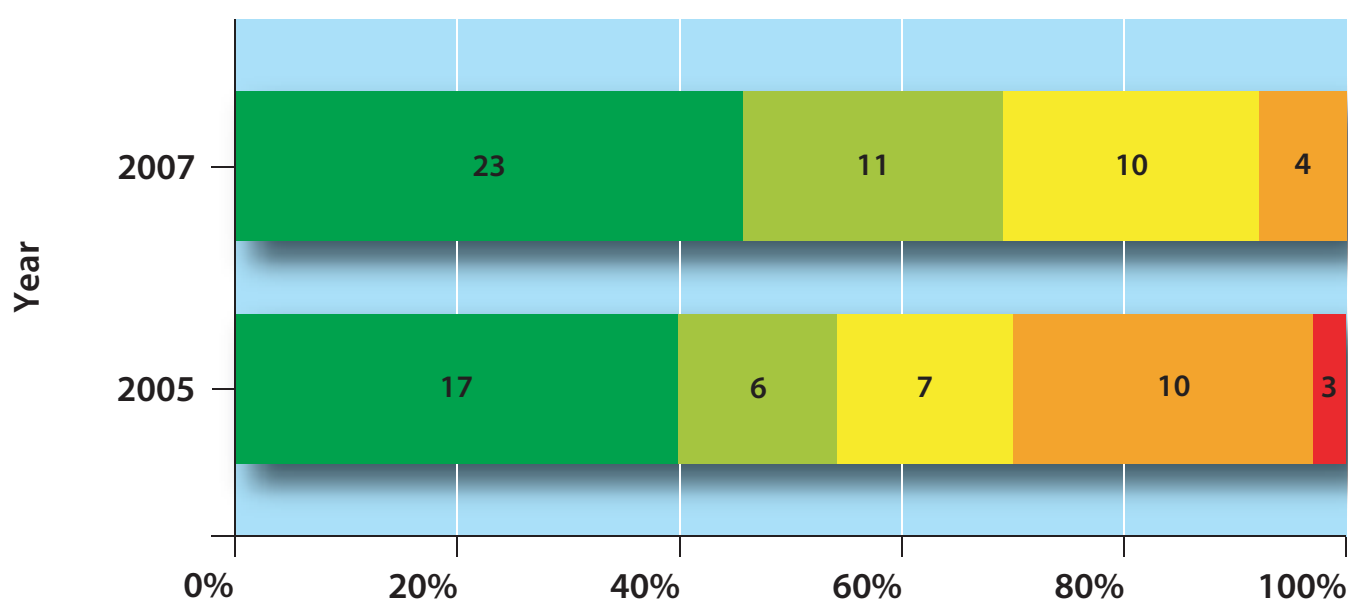
Number of countries in each score category for Indicator 1	23	11	10	4	0
--	----	----	----	---	---

DEGREE SYSTEM	1. Stage of implementation of the first and second cycle
<b>Green (5)</b>	In 2006/07 at least 90% of all students are enrolled in a two-cycle degree system that is in accordance with the Bologna principles
<b>Light green (4)</b>	In 2006/07 60-89% of all students are enrolled in a two-cycle degree system that is in accordance with the Bologna principles
<b>Yellow (3)</b>	In 2006/07 30-59% of all students are enrolled in a two-cycle degree system that is in accordance with the Bologna principles
<b>Orange (2)</b>	In 2006/07 less than 30% of all students are enrolled in a two-cycle degree system that is in accordance with the Bologna principles  OR  Legislation for a degree system in accordance with the Bologna principles has been adopted and is awaiting implementation
<b>Red (1)</b>	No students are enrolled in a two-cycle degree system that is in accordance with the Bologna principles AND there is no legislation in force to make the degree system compatible with the Bologna principles

This was quite a demanding indicator because it replaced two of the 2005 indicators. Countries were asked to report on the percentage of students below doctoral level enrolled in the two-cycle degree system. It was a concrete measure, but several national reports gave no exact percentages.

Almost half of the countries have the vast majority of students already studying in the two-cycle degree system and another eleven countries have at least 60 per cent of students enrolled in the two-cycle degree system.

**Figure 1b**      **Indicator 1: Stage of implementation of the first and second cycle**  
**Comparison 2005-2007**



**Number and percentage of countries indicated in each colour category**

*(In 2005, there were 43 countries; in 2007, there are 48)*

### Progress since 2005

The 2007 indicator 1 and 2005 indicator 6 both measured the level of student enrolment in the two-cycle system. Fig. 1b shows that there has been good progress on implementing the first and second cycle since 2005: even though the indicator was more demanding in 2007, the results are substantially better.

Most countries are introducing the first and second cycle of the degree system gradually and progress is steady: there are only four countries that have completed legislation but have not yet implemented it. From the evidence of the 2007 stocktaking, this action line will be fully implemented by 2010 and this particular goal of the Bologna Process will be achieved.

## Indicator 2: Access to the next cycle

Number of countries in each score category for Indicator 2	37	5	2	1	3
--	----	---	---	---	---

DEGREE SYSTEM	2. Access to the next cycle
<b>Green (5)</b>	All first cycle qualifications give access to several second cycle programmes and all second cycle qualifications give access to at least one third cycle programme without major transitional problems
<b>Light green (4)</b>	All first cycle qualifications give access to at least one second cycle programme and all second cycle qualifications give access to at least one third cycle programme without major transitional problems
<b>Yellow (3)</b>	There are some (less than 25%) first cycle qualifications that do not give access to the second cycle and/or some second cycle qualifications that do not give access to the third cycle
<b>Orange (2)</b>	A significant number (25-50%) of first and/or second cycle qualifications do not give access to the next cycle
<b>Red (1)</b>	Most (more than 50%) first and/or second cycle qualifications do not give access to the next cycle <b>OR</b> there are no arrangements for access to the next cycle

This indicator was meant to check whether national higher education structures ensure that students completing a Bologna cycle have access to the next cycle. The countries were asked to report whether first cycle graduates have access to several second cycle programmes (with a view to having more choice after the introduction of the two-cycle system) and whether second cycle graduates have access to at least one third cycle programme. As in the 2005 stocktaking, access was defined according to the Lisbon Recognition Convention as “the right of qualified candidates to apply and to be considered for admission”. Thus, the indicator measured whether students had the right to apply and be considered for admission, rather than the actual student numbers progressing to the next cycle.

**More than four-fifths of the countries report that there is access to the next cycle without barriers.**

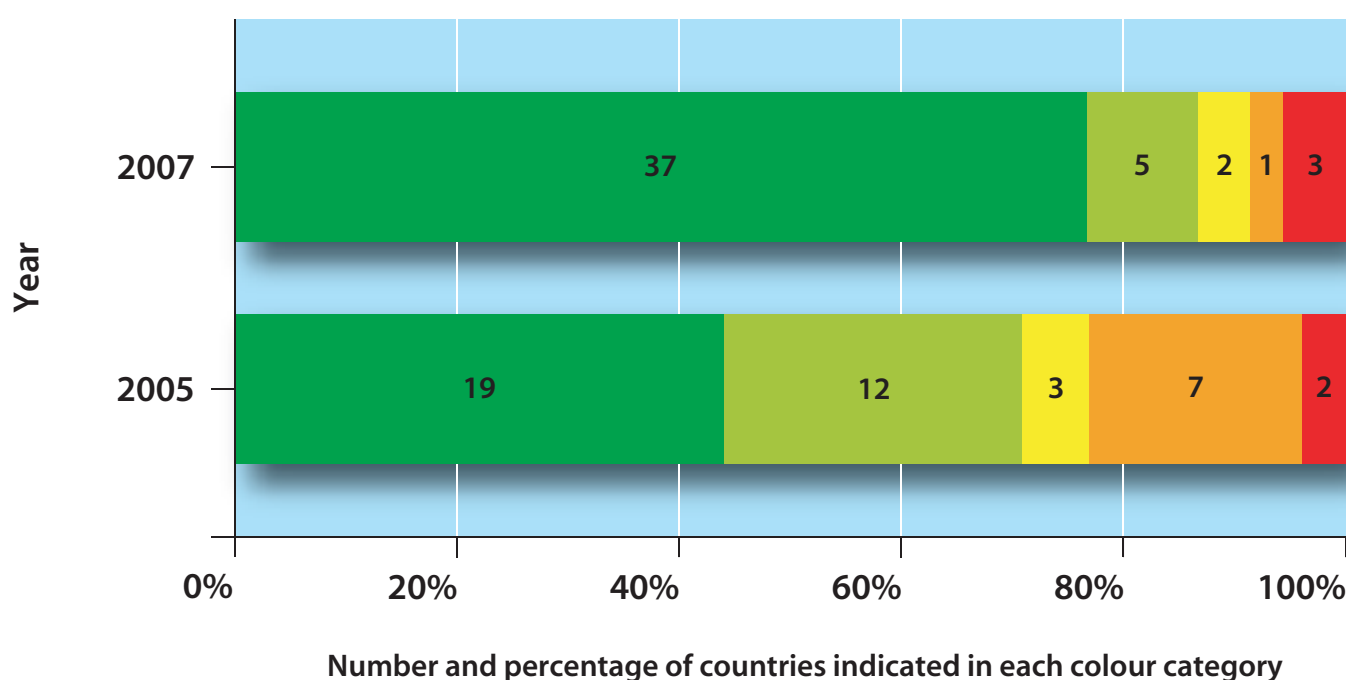
The principle behind this indicator is that there are clear pathways of progression for graduates from one cycle to the next cycle. While countries have reported that there are no “major transitional problems” between cycles, students and graduates may have different perceptions. With regard to progression between cycles, countries have taken a range of approaches.

- Bridging courses or other measures may be required in some countries when the students either seek admission to a different study field or they switch between academic and professional streams.

- In some countries there are two levels of bachelors, each of which matches the Dublin descriptors. However some of these qualifications do not usually give direct access to the second cycle and bridging courses or a period of relevant experience may be required. Such measures are seen by those countries as ways of widening access to the next cycle.
- In most countries, a second cycle qualification qualifies candidates for admission to the third cycle. The exceptions in some countries may be those second cycle qualifications that are in a different subject area than the first cycle, but even then bridging may be possible. Some countries admit first cycle graduates directly to third cycle studies under certain conditions.

For the future, national frameworks of qualifications will enable countries to ensure that there are more transparent transition arrangements between cycles. The Ministers agreed in Bergen that they would have in place by 2010 national frameworks that are compatible with the overarching three-cycle framework of qualifications for the EHEA. The Bergen Communiqué also mentions the possibility that “intermediate qualifications” can be included “within national contexts” to take account of short programmes in the first and second cycle.

**Figure 1c**      **Indicator 2: Access to the next cycle**  
**Comparison 2005-2007**



### Progress since 2005

The current indicator 2 was also more demanding than in 2005: it considered access to both second and third cycle compared to just first-to-second cycle transition in 2005. In addition, in 2007 the criterion for the highest score required that a first cycle graduate had access to several second cycle programmes rather than “at least one” in 2005.

Fig 1c shows that there has been good progress on access to the next cycle since 2005: even though the indicator was more demanding, the results are better in 2007.

### Indicator 3: Implementation of national qualifications framework

Number of countries in each score category for Indicator 3	7	6	11	23	1
--	---	---	----	----	---

DEGREE SYSTEM	3. Implementation of national qualifications framework (QF)
<b>Green (5)</b>	A national QF in line with the overarching QF for EHEA is in place
<b>Light green (4)</b>	A proposal for a national QF in line with the overarching QF for EHEA has been discussed with all relevant stakeholders at the national level and a timetable for implementation has been agreed
<b>Yellow (3)</b>	A proposal for a national QF in line with the overarching QF for EHEA has been prepared
<b>Orange (2)</b>	The development process leading to definition of national QF in line with the overarching QF for EHEA has started, and it includes all the relevant national stakeholders
<b>Red (1)</b>	Work at establishing national QF in line with the overarching QF for EHEA has not started

This is a new indicator for 2007, and countries are at varying stages of progress towards implementing a national qualifications framework in line with the framework for the EHEA that was adopted by the Ministers in Bergen.

The Ministers in Bergen asked that countries should have started work on their national qualifications frameworks by 2007, and all but one have done so. A small number of countries have already developed and implemented their national frameworks; some others have prepared legislation and are ready to start implementation. Almost all countries have at least started the development process and have engaged all relevant stakeholders, usually by putting in place working groups or special commissions.

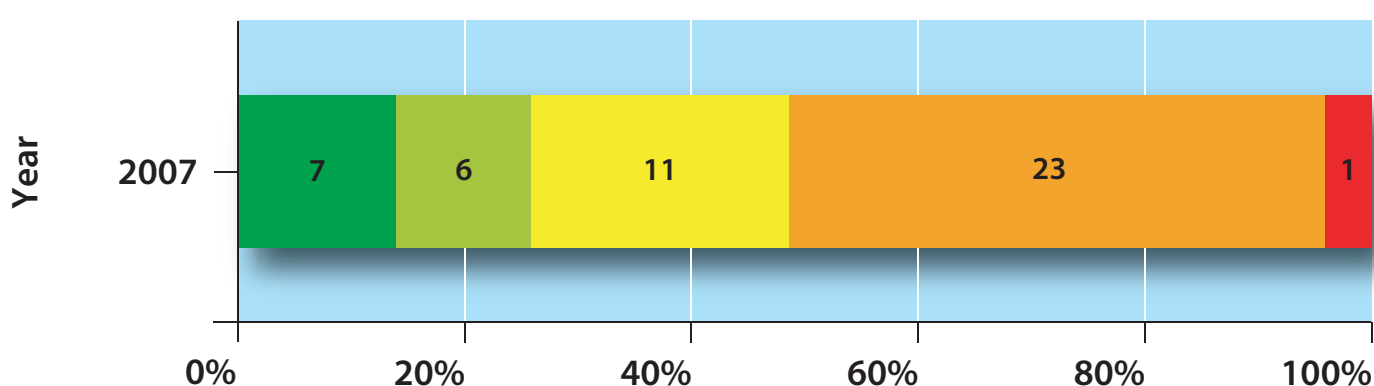
Most of the countries that are in the green category had started developing their national framework before 2005: some have taken ten to fifteen years to complete the development process and implement their framework fully. In view of this, there is a concern among some of the other countries that the goal of having national frameworks in place by 2010 might rush the national process. They recognise that while the principles of the framework can be introduced in legislation relatively quickly, it is likely to take some years before the framework is fully implemented.

While national qualification frameworks that are compatible with the overarching EHEA framework will also be compatible with the European Qualifications Framework for Lifelong Learning (EQF) proposed by the European Commission, it was noted by some countries that there is confusion at national and institutional level between the framework for the EHEA adopted in Bergen and the EQF.

It is clear that this is an indicator where a great effort needs to be made before 2010. There is still a lot of work to be done in many countries, and there is a need to consider what kinds of collegial support can be provided through the Bologna Process to help these countries to develop their national frameworks. This might include continuation of the regional workshops started in the 2005-2007 period, having an appropriate international organisation or network to facilitate meetings and the creation of an expert pool, as suggested by the Qualifications Frameworks Working Group.

Developing national frameworks of qualifications will bring together a number of strands of the Bologna Process, all of which are based on a learning outcomes approach: quality assurance; credit transfer and accumulation systems; recognition of prior learning; lifelong learning; flexible learning paths and the social dimension.

**Figure 1d**      **Indicator 3: Implementation of national qualifications framework**  
**Progress up to 2007**



Number and percentage of countries indicated in each colour category

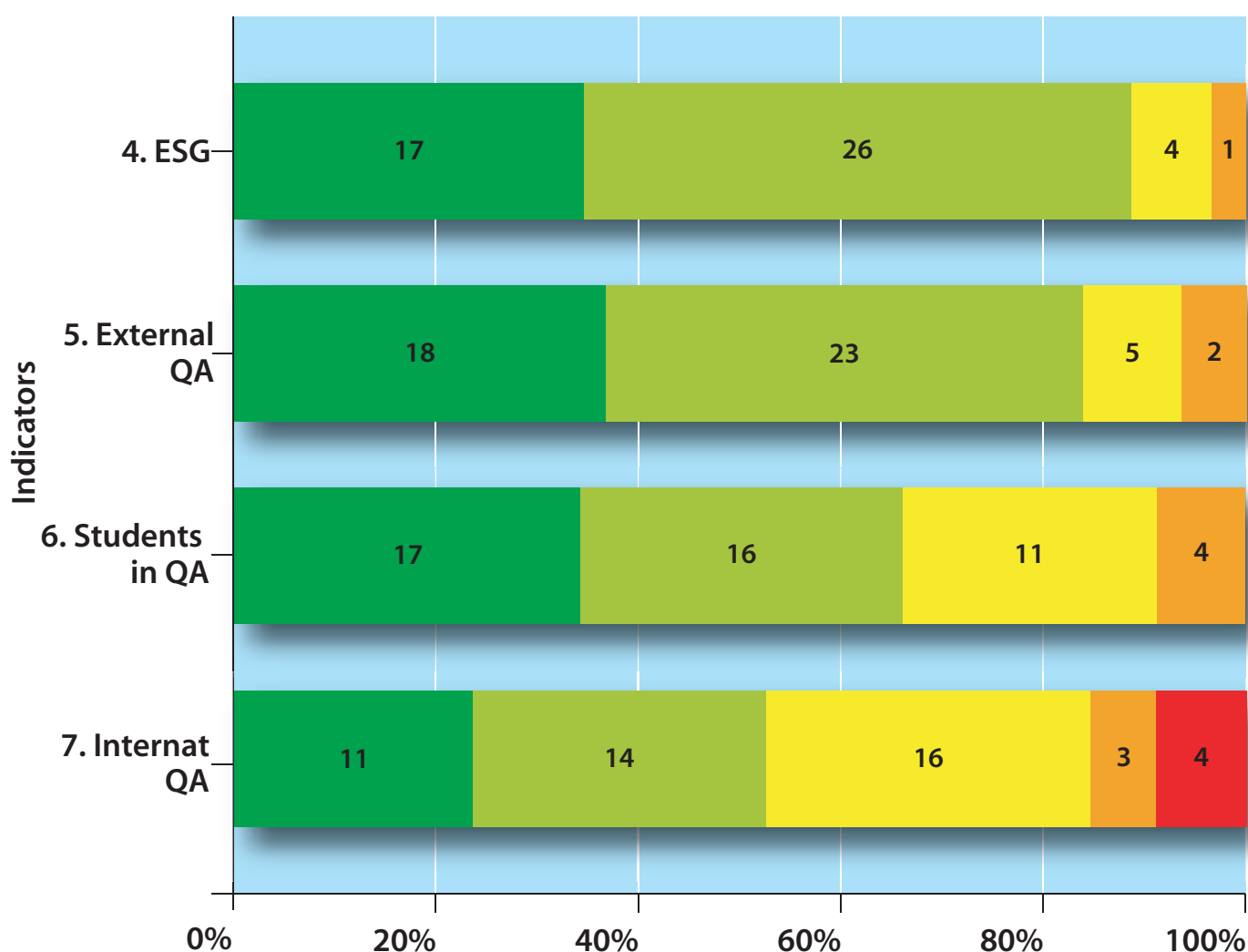
## Stocktaking on Quality Assurance

**Table 2**

**Number of countries in each colour category for indicators 4-7**

Degree System	Green	Light green	Yellow	Orange	Red
4. National implementation of <i>Standards and Guidelines for QA in the EHEA</i> (ESG)	17	26	4	1	0
5. Stage of development of external quality assurance system	18	23	5	2	0
6. Level of student participation	17	16	11	4	0
7. Level of international participation	11	14	16	3	4

**Figure 2** Quality assurance: number and percentage of countries in each colour category for indicators 4-7





## Indicator 4: National implementation of *Standards and Guidelines for Quality Assurance (QA) in the EHEA*

Number of countries in each score category for Indicator 4	17	26	4	1	0
--	----	----	---	---	---

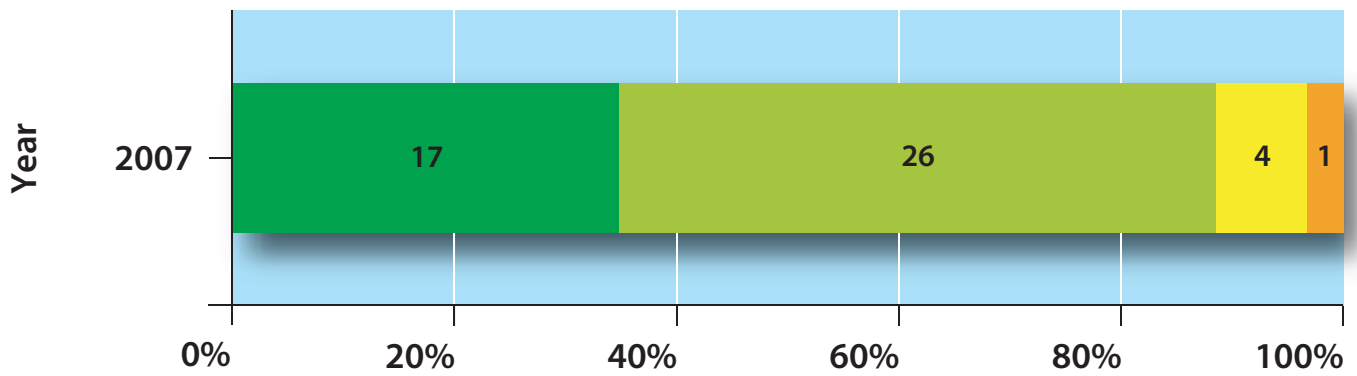
QUALITY ASSURANCE	4. National implementation of <i>Standards and Guidelines for Quality Assurance (QA) in the EHEA</i>
<b>Green (5)</b>	A national QA system in line with the <i>Standards and Guidelines for QA in the EHEA</i> is fully operational
<b>Light green (4)</b>	The process of implementing a national QA system in line with the <i>Standards and Guidelines for QA in the EHEA</i> has started
<b>Yellow (3)</b>	There are plans and established deadlines for amending the national QA system in line with the <i>Standards and Guidelines for QA in the EHEA</i>
<b>Orange (2)</b>	National quality assurance system is under review in line with the <i>Standards and Guidelines for QA in the EHEA</i>
<b>Red (1)</b>	No arrangements to implement the <i>Standards and Guidelines for QA in the EHEA</i>

This is a new indicator and its purpose was to check whether countries have started to implement the *Standards and Guidelines for Quality Assurance in the EHEA* (often referred to as ESG). The criterion for green was that a national QA system in line with the *Standards and Guidelines for Quality Assurance in the EHEA* is fully operational. However, countries could achieve a score of light green without necessarily having completed the steps indicated in *yellow* and *orange*.

In effect, the indicator shows that in close to one-third of countries a national quality assurance system in line with the *Standards and Guidelines for Quality Assurance in the EHEA* is already fully operational (*green*), while all others (*light green*, *yellow* and *orange*) have started work on aligning their quality assurance system with the Standards and Guidelines.

However, there is widespread recognition that in many countries there is still a lot to be done and there are many gaps to be filled. While the formal structures for quality assurance are in place, a finding that is supported by the *EUA Trends V* study, there is a need to provide more support for internal quality assurance/ quality improvement processes that will “embed” a genuine quality culture in higher education institutions. For 2009, the stocktaking process may need to ask for more detailed information about the operation of internal quality assurance processes.

**Figure 2a**      **Indicator 4: National implementation of  
Standards and Guidelines for Quality Assurance in the EHEA  
Progress up to 2007**



Number and percentage of countries indicated in each colour category

## Indicator 5: Stage of development of external quality assurance system

Number of countries in each score category for Indicator 5	18	23	5	2	0
--	----	----	---	---	---

QUALITY ASSURANCE	5. Stage of development of external quality assurance system
Green (5)	<p>A fully functioning quality assurance system is in operation at national level and applies to all HE</p> <p>Evaluation of programmes or institutions includes three elements:</p> <ul style="list-style-type: none"> <li>● internal assessment,</li> <li>● external review,</li> <li>● publication of results.</li> </ul> <p>In addition, procedures have been established for peer review of national QA agency(ies) according to the <i>Standards and Guidelines for QA in the EHEA</i></p>
Light green (4)	<p>A Quality Assurance system is in operation at national level and applies to all HE</p> <p>The quality assurance system covers three elements:</p> <ul style="list-style-type: none"> <li>● internal assessment</li> <li>● external review</li> <li>● publication of results</li> </ul> <p>But no procedures are in place for peer review of national QA agency(ies) according to the <i>Standards and Guidelines for QA in the EHEA</i></p>
Yellow (3)	<p>A Quality Assurance system is in operation at national level, but it does not apply to all HE. The quality assurance system covers at least <b>one</b> of the three elements:</p> <ul style="list-style-type: none"> <li>● internal assessment</li> <li>● external review</li> <li>● publication of results</li> </ul>

Orange (2)	<p>Legislation or regulations on quality assurance of programmes or institutions, including at least the first three elements, have been prepared but are not implemented yet</p> <p><b>OR</b></p> <p>implementation of legislation or regulations has begun on a very limited scale</p>
Red (1)	<p>No legislation or regulations on evaluation of programmes or institutions with at least the first three elements</p> <p><b>OR</b></p> <p>legislation in the process of preparation</p>

The criteria for green were that

- a fully functioning quality assurance system is in operation and applies to all higher education
- evaluation of programmes or institutions includes three elements: internal assessment, external review and publication of results
- procedures have been established for peer review of quality assurance agency.

Even though this indicator was more demanding than in 2005, very good progress is reported. The biggest problem for many countries is that they have yet to establish procedures for external review of the quality assurance agency.

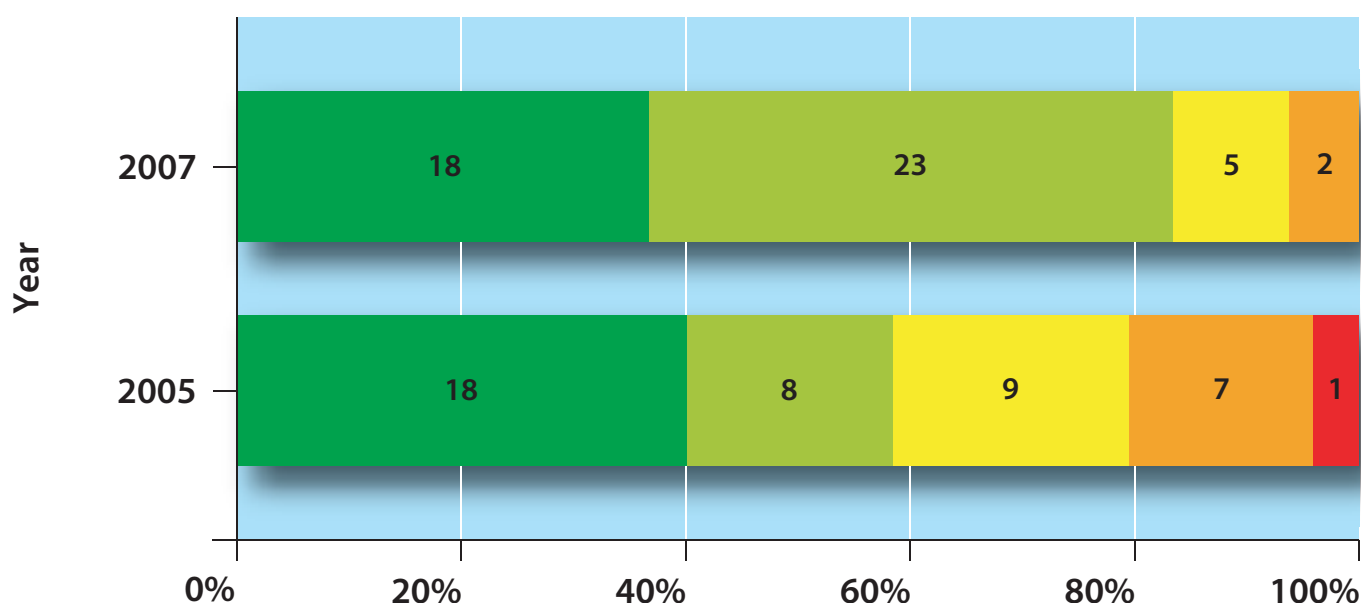
Some groups of countries have begun to cooperate with each other to support implementation of their external quality assurance systems, for example by having joint accreditation processes. It might be useful for the European Association for Quality Assurance (ENQA) in Higher Education to provide information that would help countries to collaborate further, and for them to explain how countries have organised their external reviews.

## Progress since 2005

This indicator has changed since 2005, when the criteria for green did not include peer review of quality assurance agencies. In spite of this, however, as fig 2b shows there has been significant progress in establishing systems for external evaluation, with many more countries now in the combined green/light green categories than in 2005.

However, although many countries mention plans to undertake peer review of quality assurance agencies in the next few years, not all countries have established procedures for peer review, so there is no increase in the number of countries in the *green* category in 2007.

**Figure 2b**      **Indicator 5: Stage of development of external quality assurance systems**  
**Comparison 2005-2007**



Number and percentage of countries indicated in each colour category

## Indicator 6: Level of student participation in quality assurance

Number of countries in each score category for Indicator 6	17	16	11	4	0
--	----	----	----	---	---

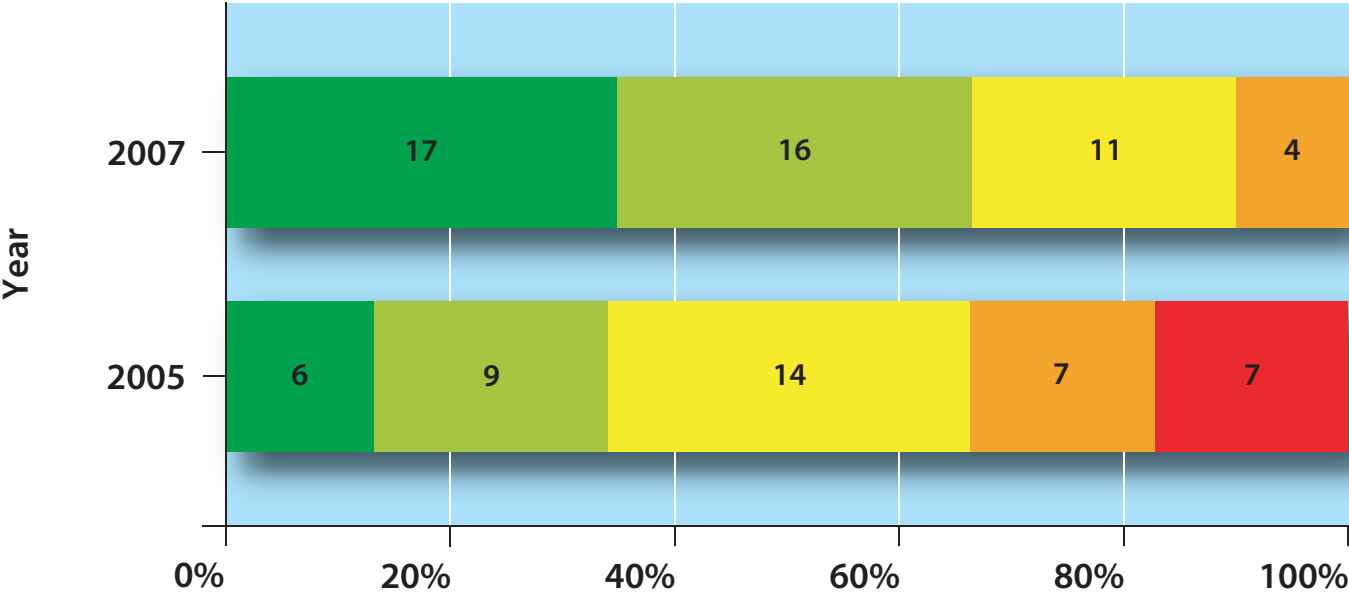
QUALITY ASSURANCE	6. Level of student participation in quality assurance
<b>Green (5)</b>	<p>Students participate at four levels:</p> <ul style="list-style-type: none"> <li>● in the governance of national bodies for QA</li> <li>● in external review of Higher education institutions and/or programmes: either in expert teams, as observers in expert teams or at the decision making stage,</li> <li>● in consultation during external reviews</li> <li>● in internal evaluations</li> </ul>
<b>Light green (4)</b>	Students participate at <b>three</b> of the four above levels
<b>Yellow (3)</b>	Students participate at <b>two</b> of the four above levels
<b>Orange (2)</b>	Students participate at <b>one</b> of the four above levels
<b>Red (1)</b>	<p>There is no student involvement</p> <p><b>OR</b></p> <p>No clarity about structures and arrangements for student participation</p>

Every country has achieved some level of student participation in quality assurance, and in more than two-thirds of countries students participate in at least three of the four levels. This represents a significant increase since 2005, a finding which is backed up by data from *EUA Trends V* and from the ESIB survey.

### Progress since 2005

This indicator is directly comparable with 2005 as the criteria have remained the same. It is also the indicator where the greatest amount of progress has been made, as shown in fig 2c.

**Figure 2c**      **Indicator 6: Level of student participation in quality assurance**  
**Comparison 2005-2007**



Number and percentage of countries indicated in each colour category

## Indicator 7: Level of international participation in quality assurance

Number of countries in each score category for Indicator 7	11	14	16	3	4
--	----	----	----	---	---

QUALITY ASSURANCE	7. Level of international participation in quality assurance
<b>Green (5)</b>	<p>International participation takes place at four levels:</p> <ul style="list-style-type: none"> <li>● in the governance of national bodies for quality assurance</li> <li>● in the external evaluation of national QA agencies</li> <li>● as members or observers within teams for external review of Higher education institutions and/or programmes</li> <li>● membership of ENQA or other international networks</li> </ul>
<b>Light green (4)</b>	International participation takes place at <b>three</b> of the four above levels
<b>Yellow (3)</b>	International participation takes place at <b>two</b> of the four above levels
<b>Orange (2)</b>	International participation takes place at <b>one</b> of the four above levels
<b>Red (1)</b>	<p>There is no international involvement</p> <p><b>OR</b></p> <p>No clarity about structures and arrangements for international participation</p>

The stocktaking results show that there is still some way to go on international participation in quality assurance, with less than a quarter of countries in the *green* category. This reflects the fact that external review of quality assurance agencies is still at an early stage of development in most countries, so there cannot be international participation in this area yet.

There are some barriers to including foreign experts as members of external review teams. Language was mentioned by a number of countries as an obstacle; this is particularly difficult for smaller countries with less widely-spoken languages. Some countries have solved the problem by using English or another common language throughout the external evaluation process, which greatly adds to the cost and inconvenience for the institutions concerned. International participation in the governance of quality assurance agencies is also mentioned as a problem for some countries because of legislative restrictions.

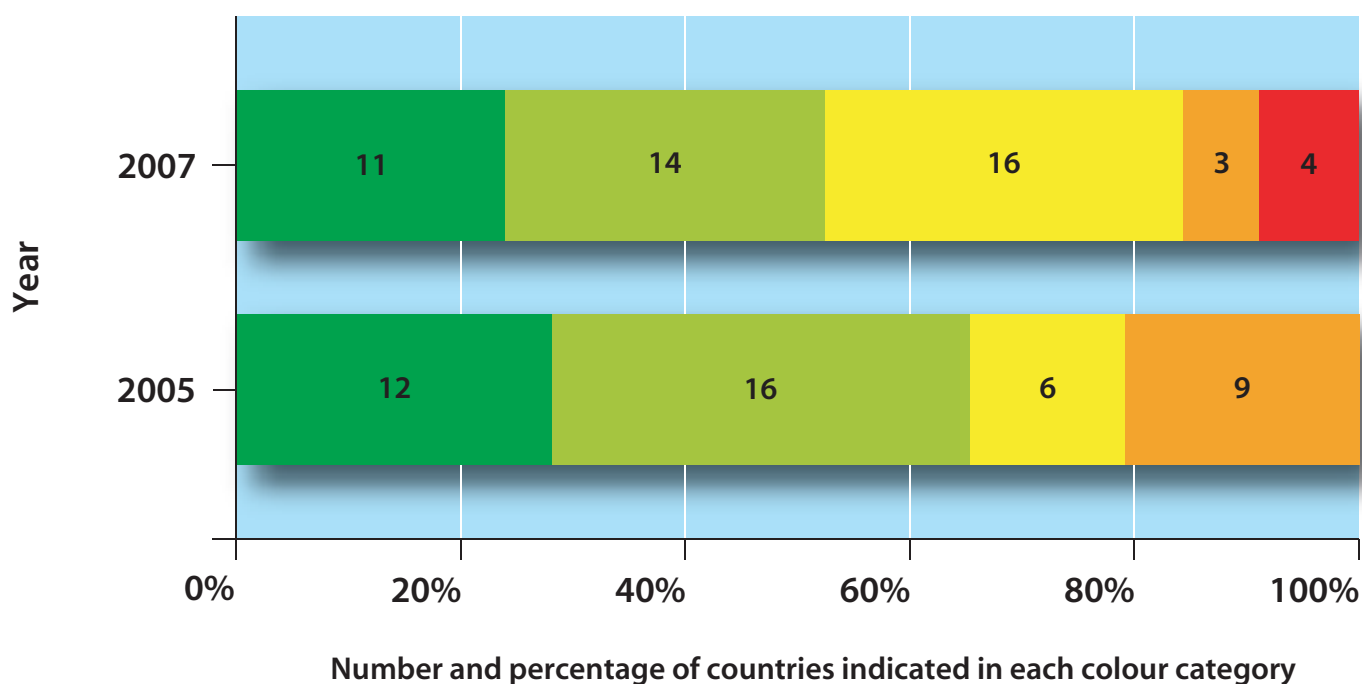
The challenge for the future is to increase international participation as a way of guaranteeing the international acceptance, openness and transparency of quality assurance processes in all countries. This might be achieved by focussing on developing an international dimension to the external review of quality assurance agencies, and by building on the initiatives of ENQA, EUA and the Council of Europe to promote international cooperation.



## Progress since 2005

This indicator was more challenging in 2007 than in 2005 with the addition of *evaluation of quality assurance agencies* to the criteria for *green*. As a consequence, there are fewer countries in the *green/light green* categories and more countries in the *red* category in 2007 than there were in 2005, as shown in fig 2d.

**Figure 2d**      **Indicator 7: Level of international participation in quality assurance**  
**Comparison 2005-2007**



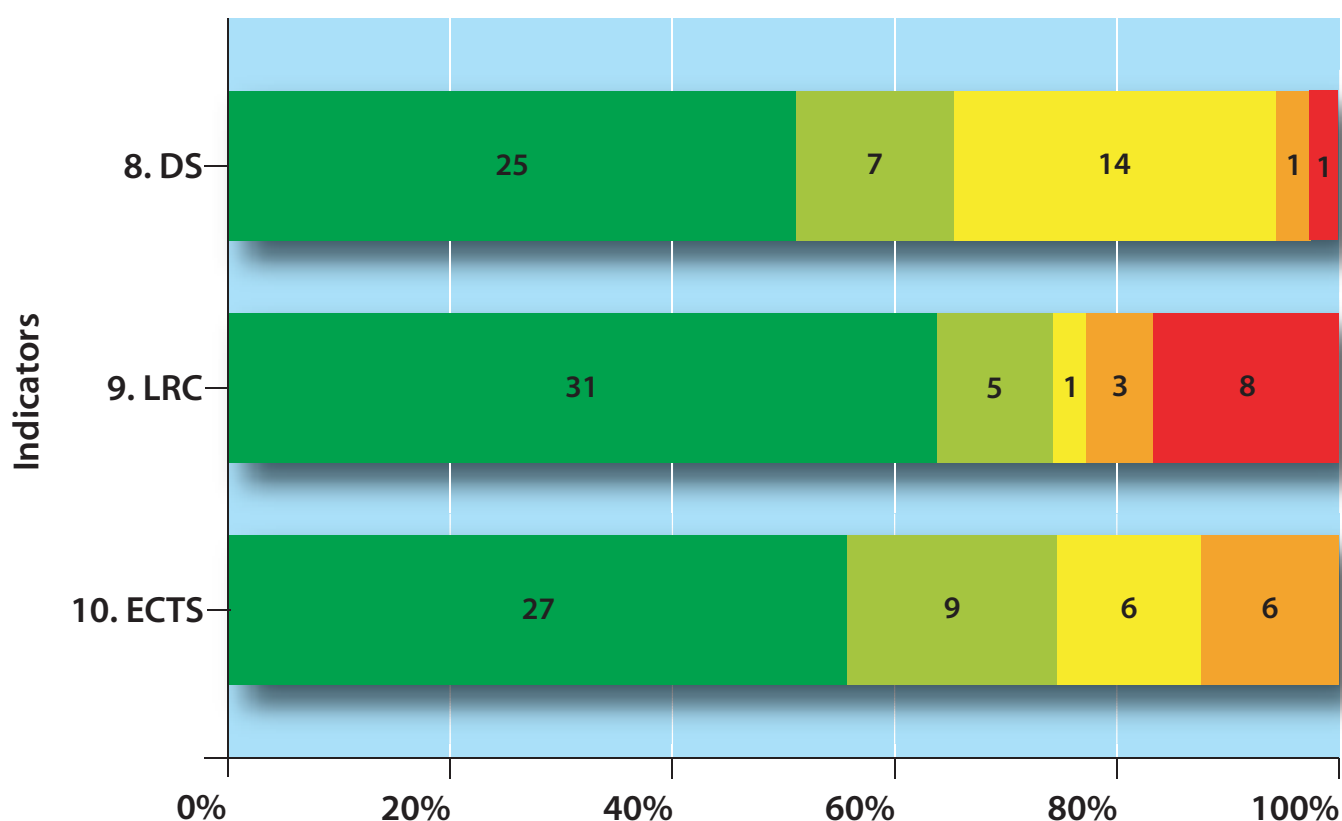
## Stocktaking on Recognition of Degrees and Study Periods

**Table 3**

**Number of countries in each colour category for indicators 8-10**

Recognition of degrees and study periods	Green	Light green	Yellow	Orange	Red
8. Stage of implementation of diploma supplement	25	7	14	1	1
9. National implementation of the principles of the Lisbon Recognition Convention	31	5	1	3	8
10. Stage of implementation of ECTS	27	9	6	6	0

**Figure 3** Recognition of degrees and study periods: number and percentage of countries in each colour category for indicators 8-10



## Indicator 8: Stage of implementation of diploma supplement

Number of countries in each score category for Indicator 8	25	7	14	1	1
--	----	---	----	---	---

RECOGNITION	8. Stage of implementation of diploma supplement
<b>Green (5)</b>	<p><b>Every student</b> graduating in 2007 will receive a diploma supplement (DS) in the EU/CoE/UNESCO diploma supplement format and in a widely spoken European language</p> <ul style="list-style-type: none"> <li>● automatically</li> <li>● free of charge</li> </ul>
<b>Light green (4)</b>	<p><b>Every student</b> graduating in 2007 will receive the diploma supplement in the EU/CoE/UNESCO diploma supplement format and in a widely spoken European language</p> <ul style="list-style-type: none"> <li>● on request</li> <li>● free of charge</li> </ul>
<b>Yellow (3)</b>	<p>A DS in the EU/CoE/UNESCO diploma supplement format and in a widely spoken European language will be issued to <b>some students</b> OR in <b>some programmes</b> in 2007</p> <ul style="list-style-type: none"> <li>● on request</li> <li>● free of charge</li> </ul>
<b>Orange (2)</b>	<p>A DS in the EU/CoE/UNESCO diploma supplement format and in a widely spoken European language will be issued to <b>some students</b> OR in <b>some programmes</b> in 2007</p> <ul style="list-style-type: none"> <li>● on request</li> <li>● not free of charge</li> </ul>
<b>Red (1)</b>	<p>Systematic issuing of DS in the EU/CoE/UNESCO diploma supplement format and in a widely spoken European language has not started</p>

The use of the diploma supplement is increasing steadily, with more than half the countries having fully completed implementation. In a number of countries where it is not yet issued automatically, the diploma supplement is available to all students and is issued on request. However, in one-third of countries the diploma supplement is not yet available to all students in all programmes.

A number of different approaches to issuing the diploma supplement can be identified from national reports.

- Some countries automatically issue the diploma supplement in one language, and will issue a translation on request.

- Some countries issue the diploma supplement to doctoral graduates, others do not.
- Some seem to issue the diploma supplement to bachelors on request only.
- Some issue the diploma supplement to all graduates in the two-cycle system (but they may have a large number of study programmes not yet transformed to two cycles).

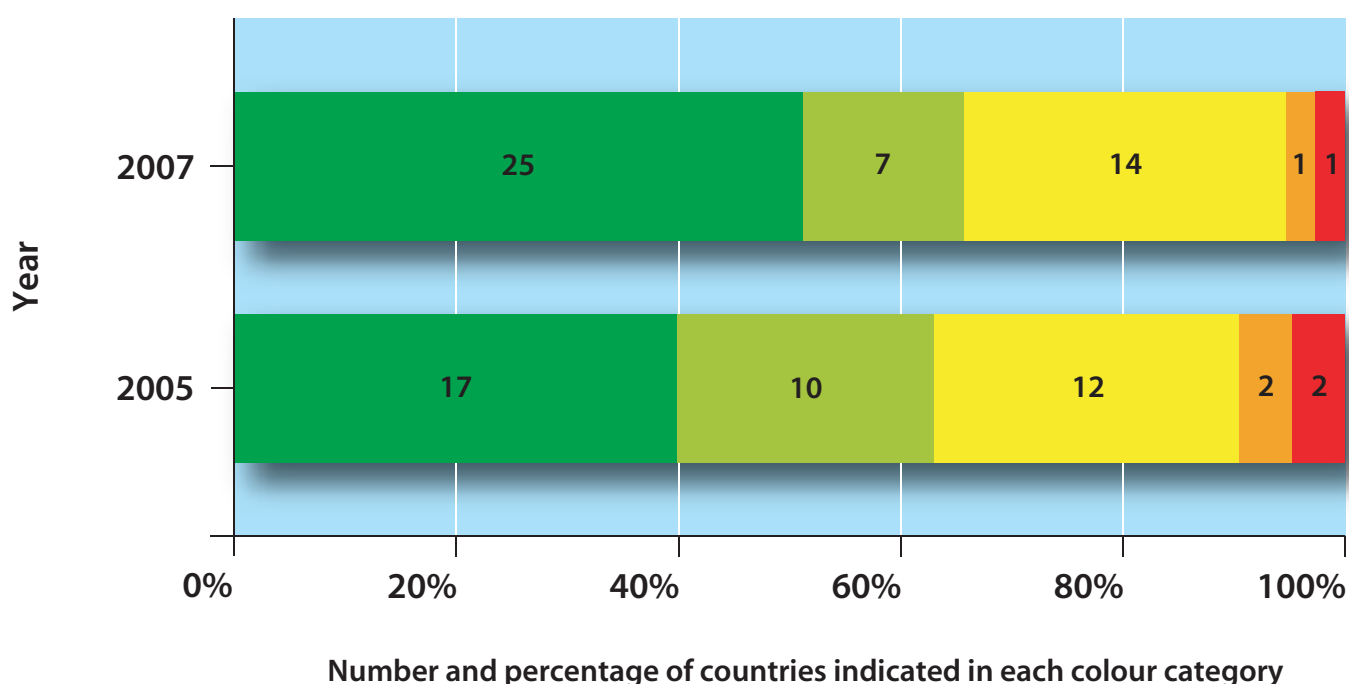
The 2007 stocktaking has raised some important issues about the diploma supplement, which might be addressed in the next two years. Firstly, there is a need to clarify that the diploma supplement applies to all three cycles of the degree system. Secondly, there is a need to look at how well the actual diploma supplements in different countries correspond to the Unesco/Council of Europe/EU joint diploma supplement format adopted in 2001. It was noted that while the format of the diploma supplement is available on the official websites of a number of international organisations, the instructions for filling the diploma supplements that were elaborated together with the format itself are not so easily accessible. The ENIC/NARIC network might be involved in gathering and analysing examples of diploma supplements issued in all countries.

### Progress since 2005

The criteria for green and light green were the same in 2007 as they were in 2005, while the criteria for yellow and orange were more demanding in 2007. In 2005 it was sufficient to have plans to introduce the diploma supplement or to be carrying out pilot testing; however this is not the case in 2007.

Even though the 2007 criteria were more demanding, fig 3a shows that there has been good progress in implementing the diploma supplement since 2005.

**Figure 3a**      **Indicator 8: Stage of implementation of diploma supplement**  
**Comparison 2005-2007**



## Indicator 9: National implementation of the principles of the Lisbon Recognition Convention

Number of countries in each score category for Indicator 9	31	5	1	3	8
<b>RECOGNITION</b>	<b>9. National Implementation of the principles of the Lisbon Recognition Convention<sup>8</sup></b>				
<b>Green (5)</b>	<p>The Convention has been ratified; appropriate legislation complies with the legal framework of the Lisbon Convention; the later Supplementary Documents have been adopted in appropriate legislation and applied in practice, so that the <b>five</b> main principles are fulfilled:</p> <ul style="list-style-type: none"> <li>● applicants have a right to fair assessment,</li> <li>● there is recognition if no substantial differences can be proven,</li> <li>● in cases of negative decisions the competent recognition authority demonstrates the existence of (a) substantial difference(s)</li> <li>● the country ensures that information on its institutions and their programmes is provided</li> <li>● an ENIC has been established.</li> </ul>				
<b>Light green (4)</b>	<p>The Convention has been ratified; appropriate legislation complies with the legal framework of the Lisbon Convention; the later Supplementary Documents have been adopted in appropriate legislation, but some amendments are needed to apply in practice the principles of the Supplementary Documents.</p>				
<b>Yellow (3)</b>	<p>The Convention has been ratified and appropriate legislation complies with <b>three or four</b> of the five above-mentioned principles of the Lisbon Recognition Convention.</p>				
<b>Orange (2)</b>	<p>The Convention has been ratified and appropriate legislation complies with <b>one or two</b> of the five above-mentioned principles of the Lisbon Recognition Convention.</p>				
<b>Red (1)</b>	<p>The Convention has been ratified but appropriate legislation has <b>NOT</b> been reviewed against the legal framework of the Lisbon Convention or the Supplementary Documents.</p> <p><b>OR</b></p> <p>Convention has not been ratified</p>				

<sup>8</sup> More recognition issues are discussed in the section on national action plans for improving recognition below

The Lisbon Recognition Convention (LRC) is the only legally binding instrument that applies to the Bologna Process. In the Bergen Communiqué, Ministers stressed that those countries that had not yet ratified the Convention in 2005 should do so without delay. The criterion was therefore more demanding in 2007 than in 2005, with an even greater emphasis on ratification of the Convention and also on applying its five main principles in practice. The ratification process has taken longer than expected in a number of countries, with the result that only one country has ratified the Convention in the last two years.

Many countries have recently amended their legislation and do not have legal obstacles that prevent them from applying the principles of the Convention in practice. Some countries also extend the application of Convention principles to applicants from countries that are not parties to the Convention. Several countries have established databases of recognition decisions with a view to simplifying procedures in future. Countries have produced national action plans for improving recognition, which are examined later in this report.

However, some of the reality is hidden within the apparently very good results. The terminology used for national recognition procedures is often confused and this may conceal huge differences between countries. Several countries say that their higher education institutions need more information on Convention principles and training on how to apply them in practice. While it appears from national reports and action plans on recognition that legislation is largely compliant with the *letter* of the Convention, there are various approaches to recognition at institutional level that may not fully embody the *spirit* of the Convention principles. It should also be noted that some countries are in the red category because they have not ratified the Convention, but they have already started to implement the Convention principles in legislation and practice.

In the period before 2010, it would be worthwhile to examine more closely the conduct of recognition procedures at national level and in institutions, and how recognition practices can be made truly coherent across the EHEA. It would also be useful to check how well countries have transposed Convention principles into national laws, while recognising the autonomy of higher education institutions. Another aspect that is worthy of examination is how recognition and quality assurance are linked to each other: if fair recognition of qualifications is seen as an indicator of quality, implementation of the Convention could be checked as part of the quality assurance process.

### **Progress since 2005**

This indicator is not directly comparable with the 2005 criteria, because in 2005 it was possible for a country to score yellow without having ratified the Lisbon Recognition Convention. In 2007, a country that has not yet ratified the Convention can score only red, regardless of whether or not the principles have been applied in legislation. For this reason, the number of countries in the red category has actually increased in 2007.

## Indicator 10: Stage of implementation of the European Credit Transfer System (ECTS)

Number of countries in each score category for Indicator 10	27	9	6	6	0
---	----	---	---	---	---

RECOGNITION	10. Stage of implementation of ECTS
<b>Green (5)</b>	In 2007 ECTS credits are allocated in all first and second cycle programmes, enabling credit transfer and accumulation.
<b>Light green (4)</b>	In 2007 credits are allocated in at least 75 per cent of the first and second cycle Higher Education programmes, using ECTS  <b>OR</b>  a fully compatible credit system enabling credit transfer and accumulation
<b>Yellow (3)</b>	In 2007 credits are allocated in 50-74 per cent of Higher Education programmes, using ECTS or a fully compatible national credit system enabling credit transfer and accumulation
<b>Orange (2)</b>	In 2007: ECTS credits are allocated in less than 50 per cent of Higher Education programmes  <b>OR</b>  A national credit system is used which is not fully compatible with ECTS  <b>OR</b>  ECTS is used in all programmes but only for credit transfer
<b>Red (1)</b>	<b>No credit system is in place yet</b>

In more than half of the countries ECTS is already used for credit transfer and accumulation, while another quarter of the countries use ECTS in at least 75 per cent of programmes, or use an ECTS compatible national credit system across the board.

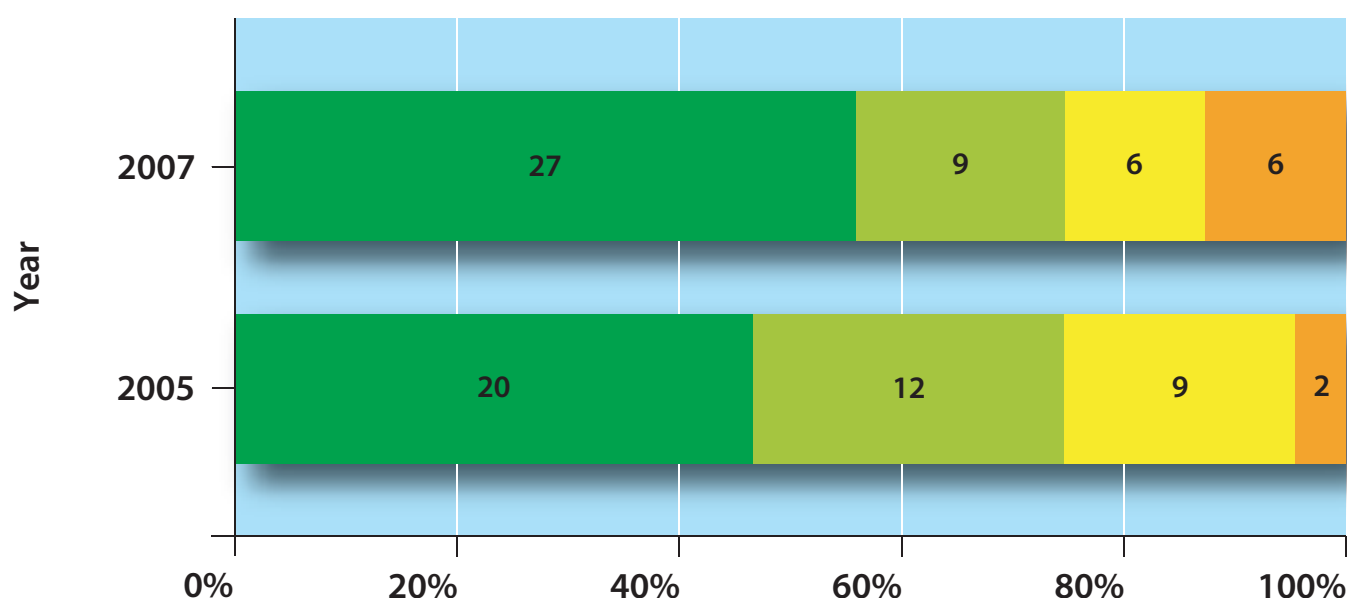
The results demonstrate that ECTS is developing as a system of credit transfer and accumulation. However, national reports also show that while many countries have begun to use credits both for transfer and for accumulation, a much smaller number link credits with learning outcomes.

For the future, there is a need for more emphasis on the links between learning outcomes, qualifications frameworks, and credit transfer and accumulation. This will be more fully in line with the key features indicated in the ECTS: “Credits in ECTS can only be obtained after successful completion of the work required and appropriate assessment of the learning outcomes achieved. Learning outcomes are sets of competences, expressing what the student will know, understand or be able to do after completion of a process of learning, long or short.”<sup>9</sup>

### Progress since 2005

The criteria for this indicator were more specific and demanding in 2007 than in 2005. The 2005 criterion for green was that ECTS credits were allocated in most programmes enabling transfer and accumulation, while light green could be achieved if ECTS was used in a *limited number* of programmes. As a consequence of this change in the criteria, the increase in the number of countries gaining high scores has been relatively small, as shown in fig 3b.

**Figure 3b**      **Indicator 10: Stage of implementation of ECTS**  
**Comparison 2005-2007**



Number and percentage of countries indicated in each colour category

<sup>9</sup> European Credit Transfer and Accumulation System (ECTS). Key Features, see [http://ec.europa.eu/education/programmes/socrates/ects/doc/ectskey\\_en.pdf](http://ec.europa.eu/education/programmes/socrates/ects/doc/ectskey_en.pdf)



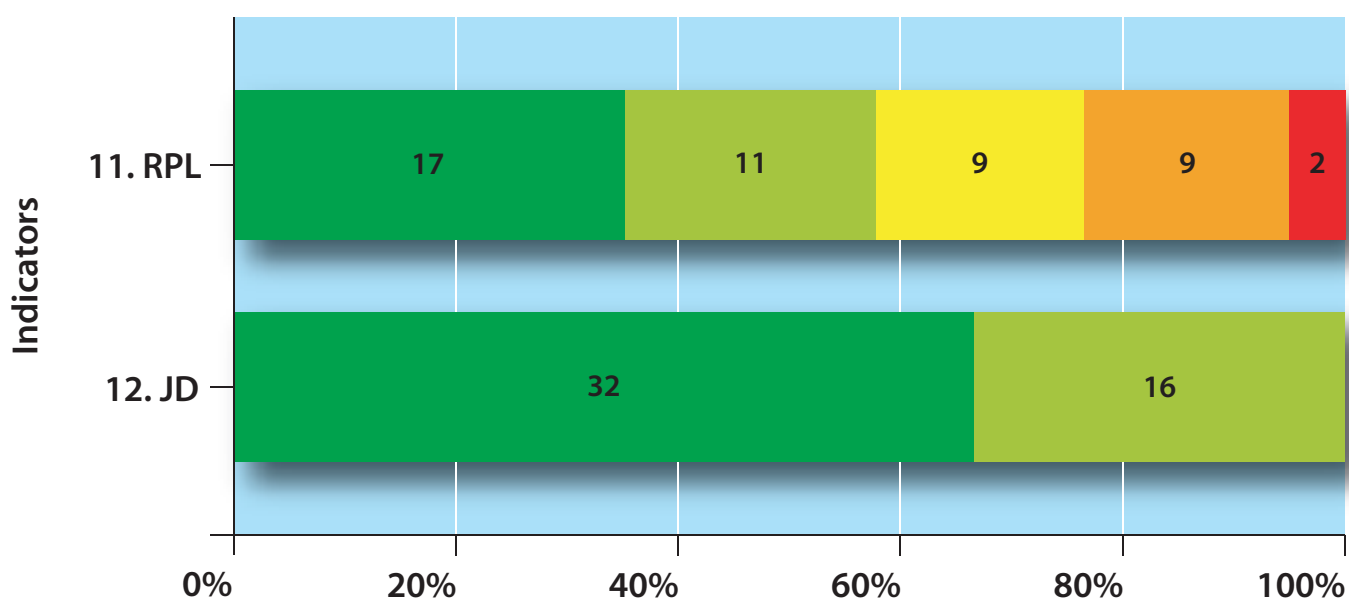
## Stocktaking on Recognition of Prior Learning and Joint Degrees

**Table 4**

Number of countries in each colour category for indicators 11-12

Recognition of prior learning and joint degree	Green	Light green	Yellow	Orange	Red
11. Recognition of prior learning (RPL)	17	11	9	9	2
12. Establishment and recognition of joint degree	32	16	0	0	0

**Figure 4** Recognition of prior learning and joint degrees: number and percentage of countries in each colour category for indicators 11-12



## Indicator 11: Recognition of prior learning

Number of countries in each score category for Indicator 11	17	11	9	9	2
---	----	----	---	---	---

LIFELONG LEARNING	11. Recognition of prior learning
<b>Green (5)</b>	There are procedures/national guidelines or policy for assessment of prior learning as a basis for 1) access to higher education programmes, and 2) allocation of credits towards a qualification and/or exemption from some programme requirements
<b>Light green (4)</b>	There are procedures/national guidelines or policy for assessment of prior learning but they are used for only one of the abovementioned purposes
<b>Yellow (3)</b>	Procedures/national guidelines or policy for establishing assessment of prior learning have been agreed or adopted and are awaiting implementation  <b>OR</b>  There are no specific procedures/national guidelines or policy for assessment of prior learning, but procedures for recognition of prior learning are demonstrably in operation at some higher education institutions or study programmes
<b>Orange (2)</b>	Implementation of recognition of prior learning is in a pilot phase at some higher education institutions  <b>OR</b>  Work at drawing up procedures/national guidelines or policy for recognition of prior learning has started
<b>Red (1)</b>	No procedures for recognition of prior learning are in place <b>EITHER</b> at the national <b>OR</b> at the institutional/programme level.

This was an entirely new indicator in 2007. Just over one-third of countries have achieved the highest score, which suggests that procedures for the recognition of prior learning are at an early stage of development in the majority of countries.

There was no common understanding of *recognition of prior learning*; in some cases it was taken to mean only recognising qualifications achieved in other institutions. There were very few concrete examples of practice in national reports.

This is an area where there is a need to raise awareness of the issues and provide support for future development. It is also important to link recognition of prior learning with the development of national frameworks of qualifications, and with systems of credit transfer and accumulation. At this stage of progress, it might be too early to apply the indicator approach to stocktaking in this area. There is further discussion of this point in the concluding part of the report.

## Indicator 12: Establishment and recognition of joint degrees

Number of countries in each score category for Indicator 12	32	16	0	0	0
---	----	----	---	---	---

JOINT DEGREES	12. Establishment and recognition of joint degrees
<b>Green (5)</b>	Legislation allows and encourages establishing joint programmes and joint degrees. A number of higher education institutions have already established joint programmes and are awarding nationally recognised degrees jointly with higher education institutions of other countries at all levels.
<b>Light green (4)</b>	There are no legal or other obstacles to establishing joint programmes and the awarding and recognition of joint degrees or at least double or multiple degrees, but legislation does not specifically refer to joint degrees.  <b>OR</b>  Legislation for establishing joint programmes, awarding and recognition of joint degrees has been prepared and agreed, but not yet implemented.
<b>Yellow (3)</b>	There are no legal or other obstacles to establishing joint programmes with Higher education institutions of other countries, but a degree is awarded in only one country after completion of the joint programme.
<b>Orange (2)</b>	There are obstacles to establishing joint programmes, awarding or recognizing joint degrees, but legislation or regulations are being drafted.
<b>Red (1)</b>	There are no possibilities to establish joint programmes, award and recognize joint degrees under current legislation and there are no plans to change this situation

This was a new indicator for 2007. Almost all countries state that legislation either explicitly encourages or at least does not prevent higher education institutions awarding joint degrees with higher education institutions from other countries.

Quite a number of countries have reviewed and changed their legislation recently in order to allow establishment and recognition of joint degrees. This may be regarded as a good example of how the Bologna Process can have an effect on national policy and practice.

In the stocktaking, countries were put in the green category when they had begun to award joint degrees, even if there was no explicit reference to legislation: in some countries legislation is not needed so the existence of joint degrees was regarded as adequate evidence of having achieved this criterion in accordance with the Bergen Communiqué. It should be noted that the Eurydice study used a different approach, namely checking whether awarding and recognition were explicitly mentioned in national legislation, and therefore the results are somewhat different.

## Stocktaking on areas not included in the scorecard

This section of the report comments on the stocktaking themes that were identified in the Bergen Communiqué but not included in the scorecard: the progress on implementing the third cycle; measures to increase the employability of graduates; flexible learning paths in higher education; the links between higher education and research; the benefits of international cooperation and partnership in the Bologna Process. It also outlines the main issues arising from the national action plans on recognition. Finally, it explores some of the main challenges for the future, as identified in the national reports.

### Progress on implementing the third cycle

#### *Growth of structured doctoral programmes in the third cycle*

The national reports and the comparison of data from *Trends III* and *Trends IV* indicate that there is growth in the number of structured doctoral programmes in the third cycle, with new legislation adopted in several countries. Several countries say that while they have focused up to now on implementing the first and second cycles, implementing doctoral studies has become a central issue recently.

#### *Normal length of full-time doctoral studies*

Most countries have indicated 3 to 4 years full-time study, but the average time for completion of doctoral studies is often longer than the norm, sometimes because study is combined with other duties in the institution. In a large number of countries, structured doctoral programmes include taught courses, which vary in duration from half a year (30 ECTS credits) to 1.5 years.

#### *Supervisory and assessment procedures*

Most countries have supervisory activities for doctoral students, which in many cases are determined by the higher education institutions themselves. The most common assessment procedure is periodic attestation or reporting, which may take place once a year, twice a year or once every two years. Some countries indicate that doctoral candidates have to sit exams.

#### *Qualifications framework*

Many countries have already included, or propose to include, doctoral studies in their qualifications framework.

#### *Interdisciplinary training and the development of transferable skills*

Some countries include interdisciplinary training and development of transferable skills in doctoral studies, mainly where doctoral schools have been established, while others plan to do so in the future.

#### *Use of credit transfer and accumulation in doctoral programmes*

There is a range of approaches to the use of credit transfer and accumulation in doctoral programmes. Some countries use credit points across all doctoral studies, some use them for taught courses only, and others do not use them in any doctoral studies programmes.

## Increasing the employability of graduates with bachelor qualifications

Question 11 of the national report template asked “What measures are being taken to increase the employability of graduates with bachelor qualifications?” The quality of responses to this question was very varied. The answers demonstrated that employability of graduates is seen by higher education institutions as one of the most important focal points for higher education. Since bachelors and masters are new degrees in many countries, it is not yet clear what the level of employability of graduates will be, so the responses were to some extent speculative.

Some countries estimated the current level of graduate employment based on general national employment data only. A number of countries indicated good employment prospects for graduates. However it is important to note that, as some countries suggested, variations in employment opportunities for graduates might sometimes be influenced by changes in the labour market and the national economy and might therefore not reflect institutions’ efforts to increase employability. None of the countries expects sharp changes in graduate employment in the near future.

The national reports show that the percentages of first cycle graduates progressing to the second cycle and those entering the labour market vary considerably from country to country, and also between different types of higher education. In some countries, the highest rates of first cycle graduates entering the labour market are those who hold professionally-oriented bachelor degrees. It also seems that considerable numbers of bachelor degree holders find employment in countries that have a long tradition of a two-cycle system while in some other countries that have established tradition of ‘long’ higher education programmes the holders of the newly-introduced bachelor degrees may experience employment problems. This finding is confirmed by the *Trends V* study, which raises the issue of the acceptability of bachelor degrees to employers.

The proportion of first cycle graduates following studies in the second cycle ranges across the whole spectrum: from 80-100 per cent for university graduates in some countries to as little as 5-10 per cent for professional bachelors in others. This may be linked to the employability of bachelor graduates in the country concerned.

Countries are developing different measures to increase the labour-market relevance of qualifications. Some are reforming their existing bachelor programmes with a view to enhancing the employability of graduates, while others who are currently introducing the two-cycle system are concentrating their efforts on the employability of first cycle graduates. Some countries have adopted accreditation criteria that include meeting professional requirements or skills and competencies, while others link higher education funding to graduate employment. Some of the practical measures include involving employers in formulating professional standards; introducing practical training in university first cycle programmes; introducing career consultancy at higher education institutions, or creating support systems for job-seekers.

In summary, the picture that emerges from the 2007 stocktaking about the employability of first cycle graduates is not very clear. There may be merit in sharing good practice in this area. The graduate employability issue is one of the key issues of the Bologna Process. Therefore, if it is to be the focus of more detailed stocktaking, there is a need for all countries to gather systematic data on graduate employment.

## Creating opportunities for flexible learning paths in higher education

Countries were asked to describe legislative and other measures that they have taken to create opportunities for flexible learning paths in higher education. It is clear from the national reports that countries have different ways of interpreting “recognition of prior learning” (see analysis of indicator 11 above) and “flexible learning paths”. In their responses, countries mentioned flexible entry requirements, delivery methods and structures of programmes.

Some countries admit people to higher education without the typical entry qualifications, if the higher education institutions consider them qualified. There may be special conditions that apply: for example a certain minimum age limit, belonging to a socially disadvantaged group, or passing a special entrance examination. Some countries admit holders of secondary vocational qualifications who would not formally qualify for admission; in other countries a combination of preparatory and higher education studies has been introduced.

Many countries have a long tradition of organising alternative ways of learning for students who, for various reasons, cannot study in the typical full-time study programmes. The arrangements mainly concern the timing of study programmes: for example providing opportunities to study in the evenings, at weekends, or by correspondence. These arrangements seem to exist, in one way or another, nearly everywhere, either in parallel with full-time programmes within the same institutions or in higher education institutions specialising in providing these alternative learning paths.

A number of countries are focussing on introducing e-learning opportunities, either alone or in combination with traditional studies. Some “Net universities” seem to be emerging, while one country has organised a virtual open university and an open polytechnic that are fully accessible to learners with different educational backgrounds.

In some countries, new initiatives are emerging to introduce truly flexible learning paths combining different kinds of learning. These developments are often made possible by the implementation of a national framework of qualifications, based on awarding credit for learning outcomes achieved in a range of formal, informal and non-formal learning contexts.

Developments in this area are still at an early stage, and results may not be easily quantifiable for some time, but the development process should start with setting clear policy goals. There is a need to raise awareness of the role higher education can play in advancing social and economic cohesion, especially by providing increased access for people who have traditionally been under-represented at this level.

## Higher education and research

In their national reports, countries were asked to describe the relationship between higher education and research, and to indicate the proportion of research carried out in higher education institutions. In addition, they were asked to say whether they are taking any steps to improve the synergy between higher education and other research sectors.

The responses of most countries were quite vague: they generally stated that they had policies for strengthening the relationship between higher education and research, without specifying the measures they were taking. Where specified, these were usually measures to strengthen research in itself, by allocating extra funding or promoting new research programmes.

In many countries higher education is seen as an important component of the national approach to research and development (R&D) and innovation. This depends on investment to develop institutional research capacity; to generate new knowledge, and to implement leading edge research technologies. It also requires concerted effort to spread knowledge about the results from scholarly work and scientific research so that it is seen as a benefit to the economy.

In the minority of countries that supplied relevant data, the percentage of research carried out at higher education institutions ranged from 12 per cent to 80 per cent. Many countries said that most research is carried out or led by universities. Some countries are encouraging higher education institutions to set up their own research institutes, while research institutions outnumber universities in a small number of countries.

Among the steps that countries mentioned they were taking to improve the synergy between higher education and other research sectors were:

- adopting national strategy and policy measures to strengthen research cooperation between higher education institutions and research institutes, as well as with business and industry
- encouraging mobility between the academic and industrial worlds
- providing incentives to attract the best researchers
- promoting cooperation between different sectors of HE in research
- strengthening technology transfer
- creating a technology park

- merging research institutes into universities
- establishing spin-off firms, forming venture capital funds, establishment and promotion of regional HE and research centres
- changing higher education institutional structures to integrate research institutes
- establishing joint centres of research, higher education and business
- increasing focus on commercialisation and communication of research results
- subsidising public-private research consortia.

From the wide variation in responses in the 2007 national reports, it is difficult to establish a clear picture of the relationship between higher education and research and whether that is changing as a result of the Bologna Process. If there is to be further development in this area there is a need to formulate clear policy goals and to measure progress against these goals.

### *Doctoral candidates and graduates taking up research careers*

Question 24 of the national report template asked “What percentage of doctoral candidates take up research careers; are any measures being taken to increase the number of doctoral candidates taking up research careers?”

A number of countries did not state the percentage of doctoral graduates that continue in research careers. The available data or estimates indicate that the percentage of doctoral graduates taking up research careers varies greatly: from more than 90 per cent in some countries to “very few” in a small number of cases.

The main measures to attract doctoral graduates to research careers include:

- creating or supporting post-doctoral positions
- providing specific grants to post-doctoral researchers
- raising salaries
- increasing funding for research in general
- providing information on career opportunities in research
- measures related to taxation
- promoting mobility of doctoral students and internationalisation of doctoral studies
- finding research posts for young researchers in the private sector.



In some countries, the main concern is that there are still small numbers of students enrolled in doctoral studies programmes, so the first step is to increase these numbers.

## Benefits of international cooperation and partnership within the Bologna Process

It is clear from the 2007 stocktaking that international cooperation within the Bologna Process has contributed to building capacity at both institutional and governmental levels and this has led to significant progress across all participating countries. While the initiative for the Bologna Process came from governments, it is becoming increasingly evident that the process is successful because it is built on effective partnerships between government, higher education institutions, (including staff and students), business and social partners.

In the national reports for the 2007 stocktaking, countries were asked to describe arrangements for involving students and staff trade union/representative bodies in the governance of higher education institutions. The responses suggest that there is an increasingly high level engagement of higher education institutions' staff and students as partners in the implementation of the Bologna Process. At institutional level, most countries have formal arrangements for involving students and staff representative bodies in the governance of higher education institutions. The usual approach is to set a compulsory ratio or a certain number of student and staff representatives. Representation of different staff groups is the norm. Staff trade unions however are more likely to be involved in specific commissions dealing with issues such as equal rights or labour legislation rather than as representatives in higher education governing bodies.

Countries were also asked to describe how they ensured the cooperation of business and social partners with higher education. Countries reported that they involve business and social partners in higher education in a number of ways, including:

- coordinating the implementation of the Bologna Process
- drafting legislation or policy papers
- elaborating qualifications frameworks
- membership of governance bodies for higher education institutions or at national level
- membership of committees for drafting higher education legislation, improving research and development, employability of graduates, setting graduation requirements/standards
- supporting practical placements for students and graduates.

Some countries are in the process of drafting new laws that will widen business and employer involvement.

It appears from the 2007 stocktaking that the Bologna Process is promoting increased involvement of students and staff in the governance of higher education institutions and better cooperation of business and social partners with higher education. Such developments should, in the long run, facilitate reaching the Bologna goals such as increasing employability of graduates, achieving more flexibility in higher education, establishing a quality enhancement culture, and outcomes-based curricula that lead to relevant qualifications.

## Main issues arising from national action plans on recognition

The template for national action plans for recognition included a number of questions about recognition issues. There were questions about how the principles of the Lisbon Recognition Convention were embedded into national legislation and about how recognition practices are applied at state and institutional level. This included ratification of the Convention and the practical implementation of its principles at national level (see the analysis of results for scorecard indicator 9 earlier in this report). The plans also addressed the mechanisms used at national level to ensure implementation of the Convention principles at institutional level.

The need to achieve a balance between respecting institutional autonomy and implementing an international agreement gave rise to a wide spectrum of issues and solutions. Some countries said that they had difficulties ensuring implementation of the Convention principles by higher education institutions because of institutional autonomy. At the other end of the spectrum, in some countries recognition decisions are made at the national level and higher education institutions do not have any role in recognition.

A solution used by some countries was to transpose Lisbon Recognition Convention principles into national legislation: autonomous higher education institutions still have to observe the laws. Another solution was to include implementation of the Convention in the areas examined as part of the quality assessment of higher education institutions.

National action plans clearly demonstrate that not only are the procedures for assessment of foreign qualifications very different in different countries, but even the terminology used in different countries is diverse and often confusing. It might be helpful if national action plans on recognition were further analysed by the ENIC/NARIC networks with a view to achieving coherence in the treatment of foreign degrees and study periods across the EHEA.

The national action plans for recognition also contain a number of examples of good practice that might be further studied and disseminated including:

- finding nationally acceptable solutions for ensuring that higher education institutions follow the principles of the Lisbon Recognition Convention in their recognition practices
- ensuring that recognition of foreign qualifications or study periods is based on identifying and comparing learning outcomes rather than programme details
- making the assessment of prior and experiential learning an integral part of the assessment of qualifications
- ensuring that a qualification is assessed even in those cases where it is difficult to provide full documentary support
- working towards using national qualifications frameworks and the overarching EHEA framework as a basis for comparing qualifications
- granting partial recognition rather than denying recognition even where substantial differences are indicated.

## Future challenges

In their national reports, countries were asked to indicate the main challenges that they saw ahead at national level. As table 5 shows, quality assurance and accreditation-related issues were the most frequently mentioned challenges, followed by mobility-related ones, with student mobility being mentioned more often than staff mobility. Many countries said they were concerned about employability of graduates and involvement of stakeholders in higher education. A significant number of countries have also identified challenges related to research and/or doctoral studies; establishing national qualifications frameworks and outcomes-based qualifications, and funding - from securing sufficient funding to better administration of funds.

The European dimension of programmes, combined with the establishment of joint degrees, seems to be an important challenge for some countries, while others are concerned about the introduction of the three-cycle degree system; lifelong learning and its recognition; widening participation; governance, strategy and legislation. It is significant that few countries see recognition of degrees and study periods as major issues for the future, and this suggests that there may be a level of complacency because most countries have complied with the *letter* of the Lisbon Recognition Convention, as mentioned earlier in this report.

In the concluding section of the report, there is further comment on the challenges for the future that have been identified objectively through the 2007 stocktaking.

**Table 5**  
**National level challenges identified by countries**

<b>Future challenges mentioned in national reports</b>	<b>Number of countries (%: n=48)</b>
Quality assurance, accreditation	27 (56%)
Student and staff mobility (more related to students)	23 (48%)
Employability and stakeholder involvement	20 (42%)
Research (including doctoral studies)	18 (38%)
National qualifications framework, outcomes-based qualifications	17 (35%)
Funding (including better allocation of resources; management)	17 (35%)
European dimension in programmes, joint degrees	14 (29%)
Issues at institutional level (including autonomy )	13 (27%)
National level governance, strategy and legislation for higher education	9 (19%)
Degree system	8 (17%)
Lifelong learning	8 (17%)
Widening participation	8 (17%)
Recognition	5 (10%)

# Conclusions and recommendations

This part of the report draws conclusions about the progress within the Bologna Process since 2005. It also makes recommendations for the future based on the analysis in the preceding chapters.

## Conclusions of the 2007 stocktaking

There are three main conclusions that can be drawn from the 2007 stocktaking.

1. There has been good progress in the Bologna Process since Bergen.
2. The outlook for achieving the goals of the Bologna Process by 2010 is good, but there are still some challenges to be faced.
3. Stocktaking works well as an integral part of the Bologna Process strategy.

## Conclusion 1

***There has been good progress in the Bologna Process since Bergen.***

The stocktaking shows that there has been good progress on all the priority action lines that the Ministers set in the Bergen communiqué. The indicators were more demanding in 2007 than in 2005, to reflect the progress that is needed if the implementation of all action lines is to be completed by 2010.

Table 6 below shows the rank order of mean scores on all twelve indicators in the 2007 stocktaking.

**Table 6**

**Rank order of indicators for 2007 stocktaking**

Rank	Indicator (number in scorecard)	Mean score 2007
1	Establishment and recognition of joint degrees (12)	4.6
2	Access to the next cycle (2)	4.5
3	Implementation of external quality assurance (5)	4.2
4	Stage of implementation of ECTS (10)	4.2
5	Implementation of ESG in quality assurance (4)	4.2
6	Implementation of 1st and 2nd cycle (1)	4.1
7	Implementation of diploma supplement (8)	4.1
8	Student participation in quality assurance (6)	4.0
9	Implementation of LRC principles (9)	4.0
10	Recognition of prior learning (11)	3.7
11	International participation in quality assurance (7)	3.5
12	Implementation of national qualifications framework (3)	2.9

The indicators with the greatest growth in mean scores since the 2005 stocktaking are shown in table 7.

**Table 7**

**Indicators with greatest growth in mean scores since 2005**

Indicator	Mean scores	
	2007	2005
Student participation in quality assurance	4.0	3.0
Access to the next cycle	4.5	3.9
Implementation of two-cycle degree system	4.1	3.6
Implementation of external quality assurance system	4.2	3.8

## Areas where there has been most progress in 2007

### *Degree system*

Countries have made good progress on implementing the two-cycle degree system and on providing access to the next cycle, as shown by indicators 1 and 2. It is likely that there will be further progress on these indicators in the near future, because there are a number of countries where new laws have already been adopted, or where implementation of the two-cycle system has started. There is also a trend towards the introduction of structured doctoral programmes in the third cycle.

### *Quality assurance*

The results on indicator 5 show that there has been good progress on the development of external quality assurance systems at national level. Indicator 6, student participation in quality assurance, while leaving room for further development, is the indicator that shows the greatest improvement since 2005. Indicator 4 demonstrates that there is potential for further progress in implementing the *Standards and Guidelines for Quality Assurance in the EHEA* adopted by the Ministers in Bergen.

However, while there has been progress across the board in the area of quality assurance, the establishment of a genuine quality enhancement culture in higher education institutions is the future guarantee of sustainable quality. Some elements of internal quality already exist in all higher education institutions and some others are new. Bringing all these elements together to achieve a “quality culture” will be the task for the coming years.

### *Recognition*

The very strong result on indicator 12 demonstrates that arrangements are largely in place for the awarding and recognition of joint degrees, but it does not show the level of real implementation. There has been good overall progress on implementing the diploma supplement and ECTS, which is being used for both credit transfer and accumulation. However, credits are not always awarded on the basis of learning outcomes, a finding which is confirmed by the ESIB survey.

## Conclusion 2

***The outlook for achieving the goals of the Bologna Process by 2010 is good, but there are still some challenges to be faced.***

The evidence from the 2007 stocktaking shows that the Bologna Process is moving towards achieving its goals by 2010, but there is still some way to go before the process of reform is complete across all action lines and all countries.

### Areas where there is still work to be done

#### *National frameworks of qualifications*

The Ministers said in Bergen that they expected countries to have started work on implementing their national frameworks of qualifications by 2007. From the results on indicator 3, it is clear that while work has indeed started, it is not very advanced in most countries. As this is a relatively new element of the Bologna Process, there may be confusion and even resistance to the notion of a national qualifications framework. The benefits of a framework for learners, higher education institutions and the economy may not yet be fully recognised in some countries.

The stocktaking found that there is some confusion between the proposed European Framework of Qualifications for Lifelong Learning and the *Framework for Qualifications of the European Higher Education Area*, which may also have delayed development in some cases.

#### *International participation in quality assurance*

Another area where there has been little progress is international participation in quality assurance (indicator 7), which appears to pose difficulties for many countries. There has nevertheless been progress on cooperation through ENQA, with an increasing number of quality assurance agencies applying for membership. The results for this indicator will improve when more countries introduce external evaluation of their quality assurance agencies, which has not yet happened widely.

#### *Linking the different action lines*

While the 2007 stocktaking found that there has been progress on specific action lines and indicators, it is not enough to look at these in isolation because all aspects of the Bologna Process need to be seen as interdependent. There are two themes that link all action lines: a focus on *learners*, and a focus on *learning outcomes*.



## **Focus on learners**

It is important to consider how the Bologna Process is meeting the needs and expectations of learners. Based on the goals that Ministers have declared in the series of communiqués since 1999, learners can reasonably expect that by 2010 the Bologna Process will ensure that:

- the different cycles of higher education in all participating countries are easily understood
- the quality of higher education in these countries is assured
- higher education qualifications that are awarded in all participating countries are recognised in all other countries for access to employment, education and research opportunities
- higher education provides flexible learning paths that are part of the lifelong learning continuum
- higher education is accessible to everyone without social or economic obstacles.

The 2007 stocktaking shows that there has been good progress on the first two points related to the transparency and quality of higher education, but there are still some problems with recognition. In addition, there are still questions about the employability of bachelor degree holders and about the opportunities that exist for doctoral graduates to take up research careers. It also seems that it will be some time before flexible learning paths become a reality in all countries.

## **Focus on learning outcomes**

The three Bologna cycles are based on generic descriptors of learning outcomes, so it is clear that describing higher education programmes in terms of learning outcomes is a precondition for achieving many of the goals of the Bologna Process by 2010. Learning outcomes are critically important in the development of national qualifications frameworks, systems for credit transfer and accumulation, the diploma supplement, recognition of prior learning and quality assurance.

However, the 2007 stocktaking shows that the movement towards adopting a learning outcomes approach in higher education takes time. This is particularly evident in the slow progress on establishing national qualifications frameworks and arrangements for the recognition of prior learning. Very few countries have put in place national qualifications frameworks that provide seamless progression for learners through all cycles of higher education, thus affirming the national commitment to lifelong learning.

## Conclusion 3

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

It is evident from the 2005 and 2007 stocktaking that the process of collaborative peer-reported self-evaluation has been effective in encouraging countries to take action at national level.

The 2007 scorecard summary shows that the overall picture within the Bologna Process is much more “green” than it was in 2005. The results in the preceding section of this report indicate that there has been considerable movement towards achieving many of the main goals set by the Ministers in Bergen. The stocktaking used a combination of quantitative and qualitative analysis to assess not only the progress against a set of objective indicators and criteria, but also to examine the stage of development in a number of other related areas.

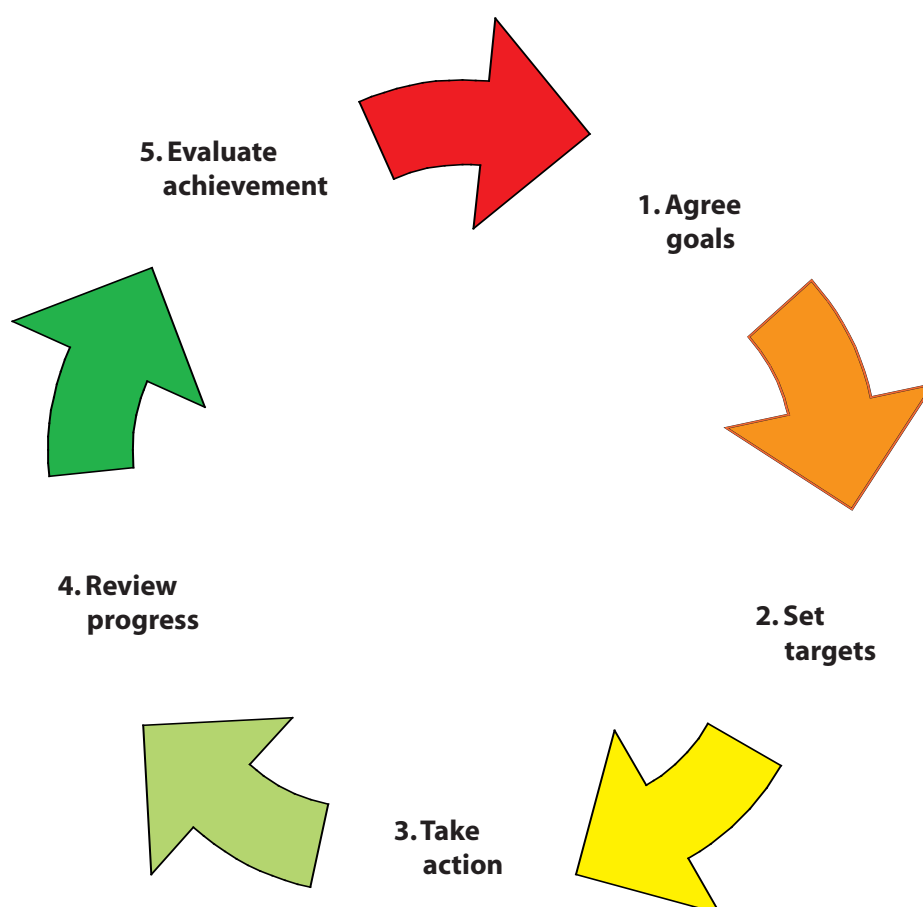
From the experience of both the 2005 and 2007 stocktaking exercises, it is clear that the quantitative aspect of stocktaking works well when there are clear policy goals and specific targets that can be translated into a scorecard that enables countries to measure their progress against these goals and targets. In 2005 the Bologna scorecard was used for the first time, and it was used again in 2007. Although the indicators and criteria were modified to take account of the changes that were expected to have happened in the intervening period, the scorecard nevertheless provides a valid measurement of progress over the two years.

The 2007 stocktaking also included qualitative analysis of a number of themes from the Bergen Communiqué that were covered in national reports but not included in the scorecard. This enabled countries to report on their progress using a process of self-review. The stocktaking then evaluated progress at collective level, and complemented the scorecard analysis with qualitative reporting on these themes.

This combination of analytical approaches reflects the fact that the various aspects of the Bologna Process are at different stages of development and some may not yet be ready for quantitative measurement. Fig 4 below shows a model of a goal-driven development cycle that includes five “steps to success”.

1. Agree the policy goals, linking them to a vision for the future that is shared by all participating countries.
2. Set targets to be achieved within a certain time frame (make sure they are specific, measurable, achievable, relevant and timed: SMART).
3. Take action at national level and collectively (provide relevant support, share good practice, encourage peer collaboration).
4. Review progress individually: self-evaluation by countries using agreed criteria (scorecard) complemented by qualitative reporting.
5. Evaluate achievement collectively (stocktaking).

**Figure 4a** A goal-driven development system



## ***Recommendations from the 2007 stocktaking***

### **Recommendation to Ministers**

Set clear policy goals and specific targets for the next period of the Bologna Process, especially in the areas of the third cycle, employability, recognition, lifelong learning, flexible learning paths and the social dimension.

### **Recommendations for countries**

1. Work towards fully implementing a national qualifications framework based on learning outcomes by 2010.
2. Link the development of the qualifications framework to other Bologna action lines, including quality assurance, credit transfer and accumulation systems, lifelong learning, flexible learning paths and the social dimension.
3. Ensure that progress is promoted across all action lines, including the more challenging aspects that are not easily and immediately attainable.
4. Make formal links between the Bologna Process and the ENIC/NARIC network to undertake further work on developing and implementing national action plans for recognition.

### **Recommendations for future stocktaking**

Repeat the stocktaking in 2009, with the close collaboration of other partner organisations, including Eurydice European Unit, EUA and ESIB, in setting out the timetable and the arrangements for data collection and analysis.

# 2007 Stocktaking Scorecards

## ALBANIA

## &gt; DEGREE SYSTEM &lt;

1. Stage of implementation of the first and second cycle
2. Access to the next cycle
3. Implementation of national qualifications framework

## &gt; QUALITY ASSURANCE &lt;

4. National implementation of *Standards and Guidelines for QA in the EHEA*
5. Stage of development of external quality assurance system
6. Level of student participation
7. Level of international participation

## &gt; RECOGNITION OF DEGREES AND STUDY PERIODS &lt;

8. Stage of implementation of diploma supplement
9. National implementation of the principles of the Lisbon Recognition Convention
10. Stage of implementation of ECTS

## &gt; LIFELONG LEARNING &lt;

11. Recognition of prior learning

## &gt; JOINT DEGREES &lt;

12. Establishment and recognition of joint degrees

**Albania** joined the Bologna Process in 2003. Key developments since 2005 include: holding a series of seminars with European experts on curricula development, national qualifications frameworks and developing a "State Matura" higher education entrance qualification; drafting the Master Plan of Higher Education in Albania; and making legislative amendments to implement Bologna reforms. Some 50% of the student population are now following first cycle degrees. Second and third cycle qualifications will be introduced from 2008- 09. A working group has been set up to implement more fully the Lisbon Recognition Convention. Future challenges include: completing and securing approval of the master plan; ratifying the new law of higher education; and pursuing all of the Bologna action lines.

## ANDORRA

## &gt; DEGREE SYSTEM &lt;

1. Stage of implementation of the first and second cycle
2. Access to the next cycle
3. Implementation of national qualifications framework

## &gt; QUALITY ASSURANCE &lt;

4. National implementation of *Standards and Guidelines for QA in the EHEA*
5. Stage of development of external quality assurance system
6. Level of student participation
7. Level of international participation

## &gt; RECOGNITION OF DEGREES AND STUDY PERIODS &lt;

8. Stage of implementation of diploma supplement
9. National implementation of the principles of the Lisbon Recognition Convention
10. Stage of implementation of ECTS

## &gt; LIFELONG LEARNING &lt;

11. Recognition of prior learning

## &gt; JOINT DEGREES &lt;

12. Establishment and recognition of joint degrees

**Andorra** joined the Bologna Process in 2003. Key developments since 2005 include: establishing an external quality assurance system; preparing legislation on higher education, scholarships and recognition of diplomas; and moving towards ratifying the Lisbon Recognition Convention. The implementation of the first cycle is well under way. Second cycle qualifications will be introduced in three years. The newly established quality assurance agency is expected to cooperate with other international quality assurance agencies.

## ARMENIA

## &gt; DEGREE SYSTEM &lt;

1. Stage of implementation of the first and second cycle
2. Access to the next cycle
3. Implementation of national qualifications framework

## &gt; QUALITY ASSURANCE &lt;

4. National implementation of *Standards and Guidelines for QA in the EHEA*
5. Stage of development of external quality assurance system
6. Level of student participation
7. Level of international participation

## &gt; RECOGNITION OF DEGREES AND STUDY PERIODS &lt;

8. Stage of implementation of diploma supplement
9. National implementation of the principles of the Lisbon Recognition Convention
10. Stage of implementation of ECTS

## &gt; LIFELONG LEARNING &lt;

11. Recognition of prior learning

## &gt; JOINT DEGREES &lt;

12. Establishment and recognition of joint degrees

**Armenia** joined the Bologna Process in 2005. Key developments since then include: introducing a two-cycle degree system, a credit transfer and accumulation system and diploma supplements; developing greater links between higher education and research through doctoral programmes; and creating recognition and quality assurance agencies. The newly established quality assurance agency is expected to cooperate with other quality assurance agencies. A new Armenian diploma supplement, corresponding to the EU/CoE/UNESCO format, is currently under discussion. Following a pilot, national guidelines have been issued to implement ECTS as a national credit transfer and accumulation system. Once ECTS is implemented, flexible learning paths will be developed further. Some elements of lifelong learning are already in place. Future challenges include: fully implementing a three-cycle system; implementing the *Standards and Guidelines for Quality Assurance in the EHEA*; and developing a national qualifications framework.

## AUSTRIA

## &gt; DEGREE SYSTEM &lt;

1. Stage of implementation of the first and second cycle
2. Access to the next cycle
3. Implementation of national qualifications framework

## &gt; QUALITY ASSURANCE &lt;

4. National implementation of *Standards and Guidelines for QA in the EHEA*
5. Stage of development of external quality assurance system
6. Level of student participation
7. Level of international participation

## &gt; RECOGNITION OF DEGREES AND STUDY PERIODS &lt;

8. Stage of implementation of diploma supplement
9. National implementation of the principles of the Lisbon Recognition Convention
10. Stage of implementation of ECTS

## &gt; LIFELONG LEARNING &lt;

11. Recognition of prior learning

## &gt; JOINT DEGREES &lt;

12. Establishment and recognition of joint degrees

**Austria** was a signatory of the Bologna Declaration. Key developments since 2005 include: setting up a process to establish a national qualifications framework; amending higher education legislation; reforming doctoral programmes; and converting teacher training programmes to bachelors. As of autumn 2006, 42% of university study programmes and 77% of other higher education study programmes were aligned with the two-cycle system. Future challenges include: fully implementing the *Standards and Guidelines for Quality Assurance in the EHEA*; implementing a national qualifications framework; increasing staff mobility; fully embedding ECTS; and implementing the new teacher training bachelor programmes.

## AZERBAIJAN

## &gt; DEGREE SYSTEM &lt;

1. Stage of implementation of the first and second cycle
2. Access to the next cycle
3. Implementation of national qualifications framework

## &gt; QUALITY ASSURANCE &lt;

4. National implementation of *Standards and Guidelines for QA in the EHEA*
5. Stage of development of external quality assurance system
6. Level of student participation
7. Level of international participation

## &gt; RECOGNITION OF DEGREES AND STUDY PERIODS &lt;

8. Stage of implementation of diploma supplement
9. National implementation of the principles of the Lisbon Recognition Convention
10. Stage of implementation of ECTS

## &gt; LIFELONG LEARNING &lt;

11. Recognition of prior learning

## &gt; JOINT DEGREES &lt;

12. Establishment and recognition of joint degrees

**Azerbaijan** joined the Bologna Process in 2005. Key developments since then include: adopting a national action plan to implement Bologna reforms by 2010 and adopting legislation on the accreditation of higher education institutions. Full implementation of the new credit system is planned for 2010. Work has not yet started on developing a national qualifications framework, although bachelor and masters degree awarding bodies are in place. Up to 20% of bachelor graduates can be admitted to the second cycle. International experts and organisations are not involved directly in the quality assurance process, but take part in joint projects on quality issues through TEMPUS TACIS and UNESCO. Future challenges include: modernising and strengthening the higher education system; directing financial support to improve learning and teaching and update curricula; developing democratic principles in institutional management, modernising the quality assurance system; expanding the introduction of the new credit system; improving the recognition of degrees outside Azerbaijan; and increasing staff and student mobility.

## BELGIUM FLEMISH

## &gt; DEGREE SYSTEM &lt;

1. Stage of implementation of the first and second cycle
2. Access to the next cycle
3. Implementation of national qualifications framework

## &gt; QUALITY ASSURANCE &lt;

4. National implementation of *Standards and Guidelines for QA in the EHEA*
5. Stage of development of external quality assurance system
6. Level of student participation
7. Level of international participation

## &gt; RECOGNITION OF DEGREES AND STUDY PERIODS &lt;

8. Stage of implementation of diploma supplement
9. National implementation of the principles of the Lisbon Recognition Convention
10. Stage of implementation of ECTS

## &gt; LIFELONG LEARNING &lt;

11. Recognition of prior learning

## &gt; JOINT DEGREES &lt;

12. Establishment and recognition of joint degrees

**Belgium** was a signatory of the Bologna Declaration. Key developments in the Flemish Community since 2005 include: moving towards full implementation of the new first and second cycle programmes; introducing new legislation to support the recognition of prior learning, increase institutional autonomy, adjust student grants and amend teacher training provision; and preparing legislation on adult education, piloting short-cycle qualifications and a new funding model for higher education. Work is continuing towards the ratification of the Lisbon Recognition Convention by all four Parliaments in Belgium. This was completed by the Flemish Community Parliament in November 2006 and it is hoped that the process will be complete throughout Belgium before May 2007. The principles of the Convention are applied in practice and a fully operational ENIC is in place. The two-cycle system is in place and is systematically replacing the old system. This process will be complete by the academic year 2008-9. Future challenges include: improving international recognition of degrees and qualifications; reforming the higher education funding system; enhancing synergies between education, research and innovation; enhancing accreditation procedures and institutional autonomy; making research careers more attractive; internationalising both the student and staff populations; and widening access to higher education.



**BELGIUM FRENCH****> DEGREE SYSTEM <**

1. Stage of implementation of the first and second cycle
2. Access to the next cycle
3. Implementation of national qualifications framework

**> QUALITY ASSURANCE <**

4. National implementation of *Standards and Guidelines for QA in the EHEA*
5. Stage of development of external quality assurance system
6. Level of student participation
7. Level of international participation

**> RECOGNITION OF DEGREES AND STUDY PERIODS <**

8. Stage of implementation of diploma supplement
9. National implementation of the principles of the Lisbon Recognition Convention
10. Stage of implementation of ECTS

**> LIFELONG LEARNING <**

11. Recognition of prior learning

**> JOINT DEGREES <**

12. Establishment and recognition of joint degrees

**Belgium** was a signatory of the Bologna Declaration. Key developments in the French Community since 2005 include: modifying legislation to take forward Bologna reforms; expanding the use of ECTS and diploma supplements; awarding the first bachelor degrees; enabling higher education institutions to develop joint programmes; and establishing a student mobility fund and an Upper Council for Student Mobility. A "think tank" has been set up to develop a national qualifications framework. It presented its initial report in November 2006. Some higher education institutions are already starting to express their curricula in terms of learning outcomes. Work is continuing towards the ratification of the Lisbon Recognition Convention by all four Parliaments in Belgium. This was completed by the French Community Parliament in March 2005. It is hoped that the process will be complete throughout Belgium before May 2007. All of the principles of the Convention are already in place in existing legislation. Future challenges include: continuing to harmonise legislation applying to different aspects of higher education; increasing the number of science students and researchers; creating stronger synergies between education, research and innovation; managing student mobility more effectively; and developing a national qualifications framework.

**BOSNIA AND HERZEGOVINA****> DEGREE SYSTEM <**

1. Stage of implementation of the first and second cycle
2. Access to the next cycle
3. Implementation of national qualifications framework

**> QUALITY ASSURANCE <**

4. National implementation of *Standards and Guidelines for QA in the EHEA*
5. Stage of development of external quality assurance system
6. Level of student participation
7. Level of international participation

**> RECOGNITION OF DEGREES AND STUDY PERIODS <**

8. Stage of implementation of diploma supplement
9. National implementation of the principles of the Lisbon Recognition Convention
10. Stage of implementation of ECTS

**> LIFELONG LEARNING <**

11. Recognition of prior learning

**> JOINT DEGREES <**

12. Establishment and recognition of joint degrees

**Bosnia and Herzegovina** joined the Bologna Process in 2003. Key developments since 2005 include: implementing first cycle qualifications, based on new curricula and supported by diploma supplements; introducing ECTS for all new study programmes; setting up international projects on quality assurance, recognition of qualifications and study periods and a national qualifications framework; and higher education institutions taking forward Bologna reforms, despite delays in the adoption of new legislation on higher education at State level. The Working Group for Quality Assurance is currently developing procedures for internal and external quality assurance, based on the *Standards and Guidelines for Quality Assurance in the EHEA*. The Lisbon Recognition Convention was ratified in 2003 and some progress has been made to implement the principles of the Convention. Future challenges include: adopting at national level the new law on higher education; establishing a national agency for the development of higher education and quality assurance and an ENIC centre; financing and revising the structure of higher education institutions; promoting academic research and adapting learning and teaching to new societal demands.

**BULGARIA**

## &gt; DEGREE SYSTEM &lt;

1. Stage of implementation of the first and second cycle
2. Access to the next cycle
3. Implementation of national qualifications framework

## &gt; QUALITY ASSURANCE &lt;

4. National implementation of *Standards and Guidelines for QA in the EHEA*
5. Stage of development of external quality assurance system
6. Level of student participation
7. Level of international participation

## &gt; RECOGNITION OF DEGREES AND STUDY PERIODS &lt;

8. Stage of implementation of diploma supplement
9. National implementation of the principles of the Lisbon Recognition Convention
10. Stage of implementation of ECTS

## &gt; LIFELONG LEARNING &lt;

11. Recognition of prior learning

## &gt; JOINT DEGREES &lt;

12. Establishment and recognition of joint degrees

**Bulgaria** was a signatory of the Bologna Declaration. Key developments since 2005 include: opening up Bulgarian higher education to foreign students; improving recognition of foreign qualifications; encouraging staff and student mobility; aligning the National Evaluation and Accreditation Agency (NEAA) to the *Standards and Guidelines for Quality Assurance in the EHEA*, and becoming a candidate member of ENQA; and preparing a new strategy for the development of higher education. NEAA has well-established procedures for involving foreign experts in working groups. Financial constraints prevent foreign experts being involved in all of NEAA's activities. Students are not involved in the governance of quality assurance, although they do contribute to self evaluation reports and report to external review teams. Future challenges include: securing EU structural funds for educational reform; enhancing the quality of higher education; ensuring the employability of Bulgarian graduates across the EHEA; and modernising and developing the higher education system.

**CROATIA**

## &gt; DEGREE SYSTEM &lt;

1. Stage of implementation of the first and second cycle
2. Access to the next cycle
3. Implementation of national qualifications framework

## &gt; QUALITY ASSURANCE &lt;

4. National implementation of *Standards and Guidelines for QA in the EHEA*
5. Stage of development of external quality assurance system
6. Level of student participation
7. Level of international participation

## &gt; RECOGNITION OF DEGREES AND STUDY PERIODS &lt;

8. Stage of implementation of diploma supplement
9. National implementation of the principles of the Lisbon Recognition Convention
10. Stage of implementation of ECTS

## &gt; LIFELONG LEARNING &lt;

11. Recognition of prior learning

## &gt; JOINT DEGREES &lt;

12. Establishment and recognition of joint degrees

**Croatia** joined the Bologna Process in 2001. Key developments since 2005 include: completing the restructuring of all study programmes into the first and second cycle, following an evaluation programme carried out by teams including foreign experts; introducing a more efficient recognition process for foreign qualifications; and creating the Agency for Science and Higher Education, which is developing the framework for a quality assurance system. A working group was formed in 2006 to prepare a proposal for a Croatian qualifications framework. The two-cycle system is being phased in from 2005/06, and 50% of students are now enrolled in the two-cycle system. Diploma supplements in the EU/CoE/UNESCO format will be provided automatically, free of charge, in Croatian and English from 2007. Future challenges include: revising the structure of universities and strengthening the binary system; developing quality assurance; increasing alignment between higher education and the needs of the labour market; and developing more efficient funding mechanisms.

## CYPRUS

## &gt; DEGREE SYSTEM &lt;

1. Stage of implementation of the first and second cycle
2. Access to the next cycle
3. Implementation of national qualifications framework

## &gt; QUALITY ASSURANCE &lt;

4. National implementation of *Standards and Guidelines for QA in the EHEA*
5. Stage of development of external quality assurance system
6. Level of student participation
7. Level of international participation

## &gt; RECOGNITION OF DEGREES AND STUDY PERIODS &lt;

8. Stage of implementation of diploma supplement
9. National implementation of the principles of the Lisbon Recognition Convention
10. Stage of implementation of ECTS

## &gt; LIFELONG LEARNING &lt;

11. Recognition of prior learning

## &gt; JOINT DEGREES &lt;

12. Establishment and recognition of joint degrees

**Cyprus** joined the Bologna Process in 2001. Key developments since 2005 include: preparing the Open University of Cyprus and Cyprus University of Technology to receive their first student intakes in October 2006 and September 2007 respectively; expanding provision at the University of Cyprus to include masters and doctoral students from 2007; fully implementing ECTS and introducing diploma supplements; and developing proposals to establish a quality assurance and accreditation board for Cyprus in 2007, which will apply to all higher education and include student and international participation in external reviews. A working group, including all relevant stakeholders, has been set up to develop proposals for a national qualifications framework. Plans are under way to use ECTS across all programmes, both public and private. Future challenges include: continuing the educational reform programme to increase higher education provision substantially, enhancing the quality of private providers, and establishing a quality assurance and accreditation agency; developing and implementing a comprehensive lifelong learning strategy; and introducing a national qualifications framework.

## CZECH REPUBLIC

## &gt; DEGREE SYSTEM &lt;

1. Stage of implementation of the first and second cycle
2. Access to the next cycle
3. Implementation of national qualifications framework

## &gt; QUALITY ASSURANCE &lt;

4. National implementation of *Standards and Guidelines for QA in the EHEA*
5. Stage of development of external quality assurance system
6. Level of student participation
7. Level of international participation

## &gt; RECOGNITION OF DEGREES AND STUDY PERIODS &lt;

8. Stage of implementation of diploma supplement
9. National implementation of the principles of the Lisbon Recognition Convention
10. Stage of implementation of ECTS

## &gt; LIFELONG LEARNING &lt;

11. Recognition of prior learning

## &gt; JOINT DEGREES &lt;

12. Establishment and recognition of joint degrees

**The Czech Republic** was a signatory of the Bologna Declaration. Key developments since 2005 include: introducing the new long term plan of the Ministry for 2006-2010, which includes programmes of development to align higher education institution funding to their long term plans; amending the Act on higher education institutions; increasing institutional autonomy, particularly in financial matters; and taking part in the OECD project, Thematic Review of Tertiary Education. Work has started on improving recognition of non-formal and informal learning, in the context of the development of the national qualifications framework, planned for the tertiary sector in 2007-2010. ECTS is not stipulated in legislation, although all public higher education institutions have introduced ECTS for bachelors and masters degree programmes, incentivised by the introduction of a development programme under which higher education institutions can submit projects for ECTS 'labelling'. Discussions have started about how to increase student involvement in external evaluation and accreditation processes. Future challenges include: taking forward the outcomes from the OECD Thematic Review of Tertiary Education, particularly the higher education system, governance and leadership at national as well as at institutional level, and funding mechanisms.

**DENMARK**

## &gt; DEGREE SYSTEM &lt;

1. Stage of implementation of the first and second cycle
2. Access to the next cycle
3. Implementation of national qualifications framework

## &gt; QUALITY ASSURANCE &lt;

4. National implementation of *Standards and Guidelines for QA in the EHEA*
5. Stage of development of external quality assurance system
6. Level of student participation
7. Level of international participation

## &gt; RECOGNITION OF DEGREES AND STUDY PERIODS &lt;

8. Stage of implementation of diploma supplement
9. National implementation of the principles of the Lisbon Recognition Convention
10. Stage of implementation of ECTS

## &gt; LIFELONG LEARNING &lt;

11. Recognition of prior learning

## &gt; JOINT DEGREES &lt;

12. Establishment and recognition of joint degrees

**Denmark** was a signatory of the Bologna Declaration. Key developments since 2005 include: launching in April 2006 a new "Strategy for Denmark in the Global Economy". Future objectives for the higher education sector include: at least 50% of all young people should complete a higher education programme; all university programmes should be evaluated according to international standards; more systematic dialogue with employers; and doubling the number of doctoral scholarships.

**ESTONIA**

## &gt; DEGREE SYSTEM &lt;

1. Stage of implementation of the first and second cycle
2. Access to the next cycle
3. Implementation of national qualifications framework

## &gt; QUALITY ASSURANCE &lt;

4. National implementation of *Standards and Guidelines for QA in the EHEA*
5. Stage of development of external quality assurance system
6. Level of student participation
7. Level of international participation

## &gt; RECOGNITION OF DEGREES AND STUDY PERIODS &lt;

8. Stage of implementation of diploma supplement
9. National implementation of the principles of the Lisbon Recognition Convention
10. Stage of implementation of ECTS

## &gt; LIFELONG LEARNING &lt;

11. Recognition of prior learning

## &gt; JOINT DEGREES &lt;

12. Establishment and recognition of joint degrees

**Estonia** was a signatory of the Bologna Declaration. Key developments since 2005 include: adoption by Parliament of a new higher education strategy for 2006-2016; preparing an internationalisation strategy for higher education 2006-2015; improving recognition procedures; undertaking an extensive survey on student social and economic conditions; preparing legislation on joint degrees and learning outcomes-based programme development; and taking part in an EU project focusing on quality improvement and the development of student support systems. A representative working group has been set up to develop a national qualifications framework by autumn 2007. Measures are in place to support the full implementation of ECTS, based on learning outcomes, by the 2009-2010 academic year. Although there is no international involvement in the governance of the Higher Education Quality Assessment Council, international participation is important in peer reviews for programme and institutional accreditation. Future challenges include: preparing for a decrease in the student population due to the downward demographic trend; strengthening the international dimension of higher education institutions; and ensuring appropriate funding for sustainable and competitive higher education.

## FINLAND

## &gt; DEGREE SYSTEM &lt;

1. Stage of implementation of the first and second cycle
2. Access to the next cycle
3. Implementation of national qualifications framework

## &gt; QUALITY ASSURANCE &lt;

4. National implementation of *Standards and Guidelines for QA in the EHEA*
5. Stage of development of external quality assurance system
6. Level of student participation
7. Level of international participation

## &gt; RECOGNITION OF DEGREES AND STUDY PERIODS &lt;

8. Stage of implementation of diploma supplement
9. National implementation of the principles of the Lisbon Recognition Convention
10. Stage of implementation of ECTS

## &gt; LIFELONG LEARNING &lt;

11. Recognition of prior learning

## &gt; JOINT DEGREES &lt;

12. Establishment and recognition of joint degrees

**Finland** was a signatory of the Bologna Declaration. Key developments since 2005 include: implementing legislation to introduce a Bologna-compatible two-tier degree structure, including official degree titles in Finnish, Swedish and English; confirming second cycle degrees in polytechnics; enhancing the quality assurance system and starting a quality audit programme, to be completed by 2011. A working group in 2004-2005 led a series of discussions, seminars and written consultations to prepare a proposal for a national qualifications framework. A decision has yet to be taken about the approval and implementation process for the proposal. The Finnish Higher Education Evaluation Council (FINHEEC) is a member of ENQA and the Nordic Quality Assurance Network (NOQA), and uses international experts in its evaluation projects. Future challenges include: further internationalisation and modernisation of Finnish higher education; ensuring the international competitiveness of Finnish higher education institutions; ensuring adequate financing; and encouraging greater cooperation between higher education institutions.

## FRANCE

## &gt; DEGREE SYSTEM &lt;

1. Stage of implementation of the first and second cycle
2. Access to the next cycle
3. Implementation of national qualifications framework

## &gt; QUALITY ASSURANCE &lt;

4. National implementation of *Standards and Guidelines for QA in the EHEA*
5. Stage of development of external quality assurance system
6. Level of student participation
7. Level of international participation

## &gt; RECOGNITION OF DEGREES AND STUDY PERIODS &lt;

8. Stage of implementation of diploma supplement
9. National implementation of the principles of the Lisbon Recognition Convention
10. Stage of implementation of ECTS

## &gt; LIFELONG LEARNING &lt;

11. Recognition of prior learning

## &gt; JOINT DEGREES &lt;

12. Establishment and recognition of joint degrees

**France** was a signatory of the Bologna Declaration. Key developments since 2005 include: adopting legislation on joint degrees; expanding implementation of *Licence, Master, Doctorat* (LMD) reforms in universities and other higher education institutions, including preparing for the integration of short cycle qualifications into the three cycle system; re-organising doctoral schools and programmes; and creating a new evaluation agency for research and higher education (AERES). AERES was set up in 2007 and is run by a board composed of French and international members. Students are being increasingly involved in internal evaluation processes. Work is under way to provide diploma supplements for all graduates. The national qualifications framework in place since 2002 is being revised to bring it into line with the overarching qualifications framework for the EHEA. Future challenges include: enhancing the international competitiveness of French higher education institutions; making university governance more efficient; strengthening university autonomy; and improving the transparency of university funding decisions.

## GEORGIA

### > DEGREE SYSTEM <

1. Stage of implementation of the first and second cycle
2. Access to the next cycle
3. Implementation of national qualifications framework

### > QUALITY ASSURANCE <

4. National implementation of *Standards and Guidelines for QA in the EHEA*
5. Stage of development of external quality assurance system
6. Level of student participation
7. Level of international participation

### > RECOGNITION OF DEGREES AND STUDY PERIODS <

8. Stage of implementation of diploma supplement
9. National implementation of the principles of the Lisbon Recognition Convention
10. Stage of implementation of ECTS

### > LIFELONG LEARNING <

11. Recognition of prior learning

### > JOINT DEGREES <

12. Establishment and recognition of joint degrees

**Georgia** joined the Bologna Process in 2005. Key developments since then include: adopting legislation to facilitate the implementation of Bologna reforms on degree systems, diploma supplements, student finance, accreditation procedures and institutional governance; and preparing legislation on the integration of the Centre for Academic Recognition and Mobility with the National Centre of Education Accreditation (NCEA), the introduction of new professional qualifications, and the development of higher education institutions as centres of research as well as preparation for the labour market. Two stakeholder events have been held on the development of a national qualifications framework over the last two years. Work to take this forward is a priority within the Action Plan of the European Neighbourhood Policy for the first quarter of 2007. NCEA operates at the national level and is developing further its accreditation procedures. It is envisaged that students and international experts will take part in future accreditation and quality assurance procedures. By law, all higher education institutions will have to be accredited by NCEA by 2008. A draft law on professional education provides for recognition of qualifications gained through informal education. Future challenges include: developing a national qualifications framework; completing the accreditation of all higher education institutions; establishing a quality culture within higher education institutions; increasing staff and student mobility; strengthening cooperation between all stakeholders, including employers; and ensuring citizens can study and work abroad free from discrimination.

## GERMANY

### > DEGREE SYSTEM <

1. Stage of implementation of the first and second cycle
2. Access to the next cycle
3. Implementation of national qualifications framework

### > QUALITY ASSURANCE <

4. National implementation of *Standards and Guidelines for QA in the EHEA*
5. Stage of development of external quality assurance system
6. Level of student participation
7. Level of international participation

### > RECOGNITION OF DEGREES AND STUDY PERIODS <

8. Stage of implementation of diploma supplement
9. National implementation of the principles of the Lisbon Recognition Convention
10. Stage of implementation of ECTS

### > LIFELONG LEARNING <

11. Recognition of prior learning

### > JOINT DEGREES <

12. Establishment and recognition of joint degrees

**Germany** was a signatory of the Bologna Declaration. Key developments since 2005 include: progressing towards the implementation of a two-cycle degree structure; adopting the "Qualifications Framework for German Higher Education Degrees"; developing accreditation and quality assurance procedures; and preparing for the enactment of the Lisbon Recognition Convention after ratification. The number of students enrolled in the two-cycle degree system is increasing. ECTS and the diploma supplement are being implemented in the majority of first cycle and second cycle programmes. The German Rectors' Conference (HRK) provides examples of subject specific diploma supplements and other tools on its website. Future challenges include: further developing the two-cycle system and the acceptance of bachelors and masters qualifications; implementing ECTS and diploma supplements; developing the higher education qualifications framework to include interfaces with other areas of education; further developing internal quality management at higher education institutions; enhancing structured doctoral programmes while at the same time retaining different paths for doctoral studies; and progressing the social dimension of higher education.

## GREECE

## &gt; DEGREE SYSTEM &lt;

1. Stage of implementation of the first and second cycle
2. Access to the next cycle
3. Implementation of national qualifications framework

## &gt; QUALITY ASSURANCE &lt;

4. National implementation of *Standards and Guidelines for QA in the EHEA*
5. Stage of development of external quality assurance system
6. Level of student participation
7. Level of international participation

## &gt; RECOGNITION OF DEGREES AND STUDY PERIODS &lt;

8. Stage of implementation of diploma supplement
9. National implementation of the principles of the Lisbon Recognition Convention
10. Stage of implementation of ECTS

## &gt; LIFELONG LEARNING &lt;

11. Recognition of prior learning

## &gt; JOINT DEGREES &lt;

12. Establishment and recognition of joint degrees

**Greece** was a signatory of the Bologna Declaration. Key developments since 2005 include: introducing a number of laws to implement Bologna reforms on recognition, quality assurance, ECTS, diploma supplements, lifelong learning, joint programmes and consortia, enhancing student support, increasing institutional accountability, increasing provision in languages other than Greek; increasing student involvement in institutional governance and access to higher education. A working group, chaired by the Secretary for Higher Education, has been set up to develop a national qualifications framework. Greece has not signed or ratified the Lisbon Recognition Convention although some of its principles already apply, such as the establishment of a fully operational ENIC, the Agency for Degree Recognition. Measures to recognise non-formal and informal learning are currently being considered, following pilot projects. Future challenges include: reorganising and modernising the higher education system in response to contemporary societal and economic demands; ensuring quality, openness and transparency; increasing institutional autonomy and flexibility; revising research policy and developing new post graduate study programmes; and internationalising the Greek higher education system.

## HOLY SEE

## &gt; DEGREE SYSTEM &lt;

1. Stage of implementation of the first and second cycle
2. Access to the next cycle
3. Implementation of national qualifications framework

## &gt; QUALITY ASSURANCE &lt;

4. National implementation of *Standards and Guidelines for QA in the EHEA*
5. Stage of development of external quality assurance system
6. Level of student participation
7. Level of international participation

## &gt; RECOGNITION OF DEGREES AND STUDY PERIODS &lt;

8. Stage of implementation of diploma supplement
9. National implementation of the principles of the Lisbon Recognition Convention
10. Stage of implementation of ECTS

## &gt; LIFELONG LEARNING &lt;

11. Recognition of prior learning

## &gt; JOINT DEGREES &lt;

12. Establishment and recognition of joint degrees

**The Holy See** joined the Bologna Process in 2003. Key developments since 2005 include: holding an official Bologna seminar on "The Cultural Heritage and Academic Values of the European University and the Attractiveness of the European Higher Education Area" in March 2006; and setting up numerous international and bilateral contracts to increase cooperation with other national higher education systems. Most of the necessary legislation to introduce Bologna reforms is already in place. Consultation has started to examine what steps will be necessary to adopt a national qualifications framework for the Holy See. This is also expected to address lifelong learning through the recognition of non-formal and informal learning. The adoption of ECTS for credit transfer became obligatory in 2005 for all higher education institutions. The use of ECTS for credit accumulation is still under debate. All Holy See higher education institutions were asked to issue diploma supplements from 2005 onwards. The level of implementation has not yet been assessed. The level of student collaboration in quality assurance varies from region to region. Work is progressing to implement the principles of the Lisbon Recognition Convention, and developing the Holy See ENIC will be a priority for 2007-2009. Future challenges include: reorganising ENIC, further developing quality assurance procedures; and drafting a national qualifications framework. The Holy See faces particular challenges which arise from the necessary collaboration between two 'national' higher education systems (the host country and the Holy See).



## HUNGARY

## &gt; DEGREE SYSTEM &lt;

1. Stage of implementation of the first and second cycle
2. Access to the next cycle
3. Implementation of national qualifications framework

## &gt; QUALITY ASSURANCE &lt;

4. National implementation of *Standards and Guidelines for QA in the EHEA*
5. Stage of development of external quality assurance system
6. Level of student participation
7. Level of international participation

## &gt; RECOGNITION OF DEGREES AND STUDY PERIODS &lt;

8. Stage of implementation of diploma supplement
9. National implementation of the principles of the Lisbon Recognition Convention
10. Stage of implementation of ECTS

## &gt; LIFELONG LEARNING &lt;

11. Recognition of prior learning

## &gt; JOINT DEGREES &lt;

12. Establishment and recognition of joint degrees

**Hungary** was a signatory of the Bologna Declaration. Key developments since 2005 include: adopting the new Higher Education Act in March 2006 and the Hungarian Universities Programme for 2006-2010. These have led to changes in a number of areas, including: course structure; institutional governance and autonomy; student and teacher mobility; financial contributions from students; admissions policy; and equality issues. The number of first and second cycle programmes is gradually increasing, with the new Higher Education Act launching the multi-cycle course structure from September 2006. Future challenges are set out in the new Hungary Development Plan 2007-2013 and include: improving the quality of higher education; broadening participation; fostering lifelong learning, based on the recognition of prior learning, including non-formal and informal learning; harmonising degrees with the needs of the economy and the labour market; and enhancing the role of higher education in the establishment of a knowledge based economy.

## ICELAND

## &gt; DEGREE SYSTEM &lt;

1. Stage of implementation of the first and second cycle
2. Access to the next cycle
3. Implementation of national qualifications framework

## &gt; QUALITY ASSURANCE &lt;

4. National implementation of *Standards and Guidelines for QA in the EHEA*
5. Stage of development of external quality assurance system
6. Level of student participation
7. Level of international participation

## &gt; RECOGNITION OF DEGREES AND STUDY PERIODS &lt;

8. Stage of implementation of diploma supplement
9. National implementation of the principles of the Lisbon Recognition Convention
10. Stage of implementation of ECTS

## &gt; LIFELONG LEARNING &lt;

11. Recognition of prior learning

## &gt; JOINT DEGREES &lt;

12. Establishment and recognition of joint degrees

**Iceland** was a signatory of the Bologna Declaration. Key developments since 2005 include: adopting a new law in July 2006 to strengthen the legal basis for implementing Bologna reforms, covering areas such as: automatically issuing diploma supplements in English; consolidating the three-cycle structure; adopting ECTS and a national qualifications framework. Iceland is an associate member of ENQA, and a full member of the Nordic Quality Assurance Network. The Icelandic higher education system will undergo an accreditation process by July 2008. This will be carried out by committees consisting of foreign experts. Future challenges include: ensuring appropriate funding for the higher education system, and completing the accreditation process for all higher education institutions by mid 2008.



## IRELAND

## &gt; DEGREE SYSTEM &lt;

1. Stage of implementation of the first and second cycle
2. Access to the next cycle
3. Implementation of national qualifications framework

## &gt; QUALITY ASSURANCE &lt;

4. National implementation of *Standards and Guidelines for QA in the EHEA*
5. Stage of development of external quality assurance system
6. Level of student participation
7. Level of international participation

## &gt; RECOGNITION OF DEGREES AND STUDY PERIODS &lt;

8. Stage of implementation of diploma supplement
9. National implementation of the principles of the Lisbon Recognition Convention
10. Stage of implementation of ECTS

## &gt; LIFELONG LEARNING &lt;

11. Recognition of prior learning

## &gt; JOINT DEGREES &lt;

12. Establishment and recognition of joint degrees

**Ireland** was a signatory of the Bologna Declaration. Key developments since 2005 include: adopting the Institute of Technology Act 2006 which brings these institutions under the responsibility of the Higher Education Authority; continuing to implement the national framework of qualifications; establishing a legal basis for the Irish Universities Quality Board; and completing peer reviews of Irish Universities and the Higher Education and Training Awards Council. Future challenges include: encouraging and deepening change at the institutional level.

## ITALY

## &gt; DEGREE SYSTEM &lt;

1. Stage of implementation of the first and second cycle
2. Access to the next cycle
3. Implementation of national qualifications framework

## &gt; QUALITY ASSURANCE &lt;

4. National implementation of *Standards and Guidelines for QA in the EHEA*
5. Stage of development of external quality assurance system
6. Level of student participation
7. Level of international participation

## &gt; RECOGNITION OF DEGREES AND STUDY PERIODS &lt;

8. Stage of implementation of diploma supplement
9. National implementation of the principles of the Lisbon Recognition Convention
10. Stage of implementation of ECTS

## &gt; LIFELONG LEARNING &lt;

11. Recognition of prior learning

## &gt; JOINT DEGREES &lt;

12. Establishment and recognition of joint degrees

**Italy** was a signatory of the Bologna Declaration. Key developments since 2005 include: simplifying the transition from the first to the second cycle; and adopting legislation to increase the internationalisation of higher education institutions, enhance links between higher education institutions and industry, and set up new research doctorate schools. Following a national consultation exercise and a pilot, a committee has been appointed to implement a national qualifications framework, based on learning outcomes. Italy has made all the necessary amendments to legislation for ratification of the Lisbon Recognition Convention, which is expected to be completed soon. The legal framework underpinning the Convention and its supplementary documents are already in place. Future challenges include: further reducing the drop-out rate; increasing the number of students who obtain their degrees within the prescribed time; improving the employability of first cycle graduates; and enhancing the internationalisation of the higher education system.

## LATVIA

## &gt; DEGREE SYSTEM &lt;

1. Stage of implementation of the first and second cycle
2. Access to the next cycle
3. Implementation of national qualifications framework

## &gt; QUALITY ASSURANCE &lt;

4. National implementation of *Standards and Guidelines for QA in the EHEA*
5. Stage of development of external quality assurance system
6. Level of student participation
7. Level of international participation

## &gt; RECOGNITION OF DEGREES AND STUDY PERIODS &lt;

8. Stage of implementation of diploma supplement
9. National implementation of the principles of the Lisbon Recognition Convention
10. Stage of implementation of ECTS

## &gt; LIFELONG LEARNING &lt;

11. Recognition of prior learning

## &gt; JOINT DEGREES &lt;

12. Establishment and recognition of joint degrees

**Latvia** was a signatory of the Bologna Declaration. Key developments since 2005 include: adopting new accreditation regulations which promote internal and external quality assurance and outcomes-based curricula; increasing research funding and staff salaries; introducing financial incentives for students to study science and engineering; drafting a new higher education law to address recent Bologna developments, including a national qualifications framework, flexible learning paths, recognition of prior learning and joint degrees; switching fully from a national credit accumulation system to ECTS. The draft law is being discussed in the Government before adoption by Parliament. Future challenges include: fully embedding the learning outcomes approach; developing a comprehensive internal quality system; fully integrating short cycle qualifications into the first cycle; increasing the number of doctoral graduates; increasing inward staff and student mobility; recognising prior learning; and providing greater financial support to students and staff.

## LIECHTENSTEIN

## &gt; DEGREE SYSTEM &lt;

1. Stage of implementation of the first and second cycle
2. Access to the next cycle
3. Implementation of national qualifications framework

## &gt; QUALITY ASSURANCE &lt;

4. National implementation of *Standards and Guidelines for QA in the EHEA*
5. Stage of development of external quality assurance system
6. Level of student participation
7. Level of international participation

## &gt; RECOGNITION OF DEGREES AND STUDY PERIODS &lt;

8. Stage of implementation of diploma supplement
9. National implementation of the principles of the Lisbon Recognition Convention
10. Stage of implementation of ECTS

## &gt; LIFELONG LEARNING &lt;

11. Recognition of prior learning

## &gt; JOINT DEGREES &lt;

12. Establishment and recognition of joint degrees

**Liechtenstein** has been part of the Bologna Process since the beginning. Key developments since 2005 include: carrying out quality assurance peer reviews by international experts in all three higher education institutions; commissioning a task force to improve the regulation of executive masters and other tertiary courses, and setting up legal provision to promote joint degrees. A working group has been established to develop a national qualifications framework. The draft is to be presented to the appropriate body for approval in 2008. Due to the country's small size, there is no national quality assurance agency. Higher education institutions are required to report annually on their quality assurance procedures, which have included student surveys in the past. By law, higher education institutions are required to undergo an external peer review involving international experts at least once every six years. It is envisaged that higher education institutions will increasingly have their courses accredited by international agencies. There is extensive cooperation with neighbouring countries. Future challenges include: revising the Higher Education Act; developing a national qualifications framework, including national outcomes-based descriptors of the main types of qualifications; and developing further measures on the recognition of prior learning.

**LITHUANIA**

## &gt; DEGREE SYSTEM &lt;

1. Stage of implementation of the first and second cycle
2. Access to the next cycle
3. Implementation of national qualifications framework

## &gt; QUALITY ASSURANCE &lt;

4. National implementation of *Standards and Guidelines for QA in the EHEA*
5. Stage of development of external quality assurance system
6. Level of student participation
7. Level of international participation

## &gt; RECOGNITION OF DEGREES AND STUDY PERIODS &lt;

8. Stage of implementation of diploma supplement
9. National implementation of the principles of the Lisbon Recognition Convention
10. Stage of implementation of ECTS

## &gt; LIFELONG LEARNING &lt;

11. Recognition of prior learning

## &gt; JOINT DEGREES &lt;

12. Establishment and recognition of joint degrees

**Lithuania** was a signatory of the Bologna Declaration. Key developments since 2005 include: approving the Lithuanian Higher Education System Development Plan for 2006-2010 and measures for the first stage of its implementation for 2006-2007, to improve the governance and management of higher education institutions; enhance quality and ensure the effective use of financial and other resources; amending the Law on Higher Education to enable colleges to award professional bachelor qualifications; and creating a legal basis for joint degrees. The introduction of professional bachelor degrees in 2007 will facilitate access to the second cycle for graduates from the college sector. A working group has been established to develop a national qualifications framework, drawing on a pilot project undertaken in 2005. Proposals are expected by 2008. The Development Plan for 2006-2010 includes both the development of a national qualifications framework for higher education linked to a national qualifications framework for lifelong learning and the implementation of the *Standards and Guidelines for Quality Assurance in the EHEA*. The Centre for Quality Assessment in Higher Education is planning to apply for full ENQA membership in 2007-2008. Future challenges include: developing further the higher education system as a whole as well as individual higher education institutions; implementing successfully the Development Plan for 2006-2010 and the national programme for the Lisbon Strategy.

**LUXEMBOURG**

## &gt; DEGREE SYSTEM &lt;

1. Stage of implementation of the first and second cycle
2. Access to the next cycle
3. Implementation of national qualifications framework

## &gt; QUALITY ASSURANCE &lt;

4. National implementation of *Standards and Guidelines for QA in the EHEA*
5. Stage of development of external quality assurance system
6. Level of student participation
7. Level of international participation

## &gt; RECOGNITION OF DEGREES AND STUDY PERIODS &lt;

8. Stage of implementation of diploma supplement
9. National implementation of the principles of the Lisbon Recognition Convention
10. Stage of implementation of ECTS

## &gt; LIFELONG LEARNING &lt;

11. Recognition of prior learning

## &gt; JOINT DEGREES &lt;

12. Establishment and recognition of joint degrees

**Luxembourg** was a signatory of the Bologna Declaration. Key developments since 2005 include: adopting legislation on the three-cycle system, including the modularisation of study programmes, the use of ECTS and the introduction of joint degrees; and inviting OECD to review the research sector. A working group was established to implement a national qualifications framework. Work has been suspended pending the outcome of the European Commission proposal on the European Qualifications Framework for Lifelong Learning. The issue of the diploma supplement is now compulsory and will commence in June 2008 for bachelor programmes and in June 2007 for master programmes. Future challenges include: ensuring sustainable growth for the higher education sector; increasing participation in higher education and the number of young people taking up research careers; and accelerating the implementation of three-cycle study programmes.

## MALTA

## &gt; DEGREE SYSTEM &lt;

1. Stage of implementation of the first and second cycle
2. Access to the next cycle
3. Implementation of national qualifications framework

## &gt; QUALITY ASSURANCE &lt;

4. National implementation of *Standards and Guidelines for QA in the EHEA*
5. Stage of development of external quality assurance system
6. Level of student participation
7. Level of international participation

## &gt; RECOGNITION OF DEGREES AND STUDY PERIODS &lt;

8. Stage of implementation of diploma supplement
9. National implementation of the principles of the Lisbon Recognition Convention
10. Stage of implementation of ECTS

## &gt; LIFELONG LEARNING &lt;

11. Recognition of prior learning

## &gt; JOINT DEGREES &lt;

12. Establishment and recognition of joint degrees

**Malta** was a signatory of the Bologna Declaration. Key developments since 2005 include introducing new legislation to establish a National Commission for Higher Education (NCHE) and the Malta College of Arts, Science and Technology (MCAST). NCHE is working to establish a national quality assurance system in line with the *Standards and Guidelines for Quality Assurance in the EHEA*. All higher education institutions in Malta have a high level of international participation within their quality assurance systems, and regular external monitoring of their study programmes. A pilot scheme for the issue of diploma supplements was carried out in 2006 and full implementation is expected by 2009. The Malta Qualifications Council has developed a national qualifications framework for lifelong learning in line with the overarching framework for qualifications of the EHEA. It is expected to be adopted by autumn 2007. The recognition of prior learning (including informal, non-formal and formal learning) will be considered during 2008. Future challenges include: establishing the infrastructure for NCHE and the Malta Qualifications Council; restructuring the higher education sector, including aspects of governance, funding and accountability; increasing mobility; and creating more flexible learning pathways in higher education, including procedures for the recognition of prior learning.

## MOLDOVA

## &gt; DEGREE SYSTEM &lt;

1. Stage of implementation of the first and second cycle
2. Access to the next cycle
3. Implementation of national qualifications framework

## &gt; QUALITY ASSURANCE &lt;

4. National implementation of *Standards and Guidelines for QA in the EHEA*
5. Stage of development of external quality assurance system
6. Level of student participation
7. Level of international participation

## &gt; RECOGNITION OF DEGREES AND STUDY PERIODS &lt;

8. Stage of implementation of diploma supplement
9. National implementation of the principles of the Lisbon Recognition Convention
10. Stage of implementation of ECTS

## &gt; LIFELONG LEARNING &lt;

11. Recognition of prior learning

## &gt; JOINT DEGREES &lt;

12. Establishment and recognition of joint degrees

**Moldova** joined the Bologna Process in 2005. Key developments since then include: implementing the new two-cycle system in all higher education institutions from 2005-2006; introducing ECTS; drafting a new higher education law based on the concept of modernisation; and approving a working plan for 2005-2010 to implement Bologna reforms. Approximately 48% of students entered the first cycle in 2005-2006. The first graduates will enter the second cycle in 2008. The implementation of ECTS for all higher education courses will enable access to the second cycle. ECTS currently applies to the first and second year of study in the first cycle and will apply to the second cycle from 2008. The Ministry of Education and Youth has organised a range of activities to support the development of a national qualifications framework, including a comparative analysis of frameworks in other countries. Higher education institutions are entitled to recognise non-formal and informal learning, by establishing special examination procedures. There is cooperation with international networks and foreign national agencies for quality assurance. Foreign experts are invited to take part in external evaluations for fields such as art, medicine and engineering. Students participate in internal procedures through the completion of questionnaires, and senior students can participate in external evaluations, as full members of specialised commissions. Future challenges include: continuing the modernisation of higher education; approving the higher education law; implementing an efficient quality management system; elaborating the national qualifications framework; enhancing institutional autonomy and stakeholder engagement, including students; and diversifying the financial resources available to higher education institutions.

## MONTENEGRO

### > DEGREE SYSTEM <

1. Stage of implementation of the first and second cycle
2. Access to the next cycle
3. Implementation of national qualifications framework

### > QUALITY ASSURANCE <

4. National implementation of *Standards and Guidelines for QA in the EHEA*
5. Stage of development of external quality assurance system
6. Level of student participation
7. Level of international participation

### > RECOGNITION OF DEGREES AND STUDY PERIODS <

8. Stage of implementation of diploma supplement
9. National implementation of the principles of the Lisbon Recognition Convention
10. Stage of implementation of ECTS

### > LIFELONG LEARNING <

11. Recognition of prior learning

### > JOINT DEGREES <

12. Establishment and recognition of joint degrees

**Montenegro** has participated in the Bologna Process since 2003 and expects to become a full member from May 2007. Key developments since 2005 include: developing further the three-cycle system; improving quality assurance; and implementing the Lisbon Recognition Convention. The quality assurance system is still relatively new. There is currently a lack of trained professionals. Procedures for accrediting study programmes and higher education institutions in line with *Standards and Guidelines for Quality Assurance in the EHEA* have been adopted. Students will participate at two levels: in internal evaluations and in consultations during external reviews. Diploma Supplements are now required for all degree programmes and will start to be issued from 2006-07. A national qualifications working group has been set up and a draft framework produced. The University of Montenegro assesses diplomas and foreign qualifications for recognition purposes. In February 2007, draft legislation on recognition, incorporating all the principles of the Lisbon Recognition Convention (ratified in March 2004), was issued for public discussion. The ENIC centre is fully operational. The draft legislation prescribes the recognition of prior learning, as well as other forms of education. Future challenges include: strengthening the European dimension of education; promoting cooperation and mobility; encouraging innovation; improving quality and developing a quality assurance system and improving the mutual recognition of qualifications.

## NETHERLANDS

### > DEGREE SYSTEM <

1. Stage of implementation of the first and second cycle
2. Access to the next cycle
3. Implementation of national qualifications framework

### > QUALITY ASSURANCE <

4. National implementation of *Standards and Guidelines for QA in the EHEA*
5. Stage of development of external quality assurance system
6. Level of student participation
7. Level of international participation

### > RECOGNITION OF DEGREES AND STUDY PERIODS <

8. Stage of implementation of diploma supplement
9. National implementation of the principles of the Lisbon Recognition Convention
10. Stage of implementation of ECTS

### > LIFELONG LEARNING <

11. Recognition of prior learning

### > JOINT DEGREES <

12. Establishment and recognition of joint degrees

**The Netherlands** was a signatory of the Bologna Declaration. Key developments since 2005 include drafting legislation to ratify the Lisbon Recognition Convention. The principles of the Convention are applied in practice and a fully operational ENIC is in place. The new legislation will establish a procedure for recognising prior learning. A national qualifications framework for higher education has been drafted and will be discussed widely in the Netherlands and with external peers. Future challenges include: meeting the target for 50% of the labour workforce aged 25-44 to have a higher education degree by 2020; improving links between higher education, research and regional needs; promoting excellence and internationalisation; developing joint degree programmes; implementing a national qualifications framework which is consistent with the both the EHEA framework and European Qualifications Framework for Lifelong Learning; and ratifying the Lisbon Recognition Convention.

## NORWAY

## &gt; DEGREE SYSTEM &lt;

1. Stage of implementation of the first and second cycle
2. Access to the next cycle
3. Implementation of national qualifications framework

## &gt; QUALITY ASSURANCE &lt;

4. National implementation of *Standards and Guidelines for QA in the EHEA*
5. Stage of development of external quality assurance system
6. Level of student participation
7. Level of international participation

## &gt; RECOGNITION OF DEGREES AND STUDY PERIODS &lt;

8. Stage of implementation of diploma supplement
9. National implementation of the principles of the Lisbon Recognition Convention
10. Stage of implementation of ECTS

## &gt; LIFELONG LEARNING &lt;

11. Recognition of prior learning

## &gt; JOINT DEGREES &lt;

12. Establishment and recognition of joint degrees

**Norway** was a signatory of the Bologna Declaration. Key developments since 2005 include: revising the Higher Education Act, which sets out a common framework that includes: authority to introduce and withdraw study programmes; quality assurance; students' rights and responsibilities; institutional autonomy; and internal leadership structure. This forms part of the Quality Reform that has been in place since 2003 and has recently been evaluated by two independent research centres. A draft national qualifications framework in line with the Framework for Qualifications of the EHEA has been prepared by a working group following consultation with stakeholders. The draft has been presented to the Government and will be subject to national consultation. Future challenges include: increasing mobility and participation in the Erasmus programme; increasing the volume of research; and increasing cooperation between higher education and business.

## POLAND

## &gt; DEGREE SYSTEM &lt;

1. Stage of implementation of the first and second cycle
2. Access to the next cycle
3. Implementation of national qualifications framework

## &gt; QUALITY ASSURANCE &lt;

4. National implementation of *Standards and Guidelines for QA in the EHEA*
5. Stage of development of external quality assurance system
6. Level of student participation
7. Level of international participation

## &gt; RECOGNITION OF DEGREES AND STUDY PERIODS &lt;

8. Stage of implementation of diploma supplement
9. National implementation of the principles of the Lisbon Recognition Convention
10. Stage of implementation of ECTS

## &gt; LIFELONG LEARNING &lt;

11. Recognition of prior learning

## &gt; JOINT DEGREES &lt;

12. Establishment and recognition of joint degrees

**Poland** was a signatory of the Bologna Declaration. Key developments since 2005 include: adopting legislation to implement a three-cycle system, diploma supplements, a credit transfer and accumulation system, joint degrees, interdisciplinary programmes, and consortia of higher education institutions; developing internal quality assurance systems; and developing distance learning. The adoption of the three-cycle system has been introduced on a voluntary basis and will become mandatory for all higher education institutions from October 2007. ECTS was also introduced on a voluntary basis, but has been mandatory since January 2007. A working group was set up in October 2006 to develop the higher education national qualifications framework. The group has prepared a timetable, a preliminary activity plan and a glossary of basic terms. This work will include discussion about the development of national guidelines to recognise prior learning. The diploma supplement is issued in Polish, which is regarded as a 'widely spoken European language' and is available on request in English. Future challenges include: developing a national qualifications framework; increasing staff and student mobility; increasing the number of graduates in mathematics, engineering and science; developing quality assurance procedures; adjusting education to the needs of the labour market; developing lifelong learning; and revising the higher education institutional funding system.

## PORTUGAL

## &gt; DEGREE SYSTEM &lt;

1. Stage of implementation of the first and second cycle

2. Access to the next cycle

3. Implementation of national qualifications framework

## &gt; QUALITY ASSURANCE &lt;

4. National implementation of *Standards and Guidelines for QA in the EHEA*

5. Stage of development of external quality assurance system

6. Level of student participation

7. Level of international participation

## &gt; RECOGNITION OF DEGREES AND STUDY PERIODS &lt;

8. Stage of implementation of diploma supplement

9. National implementation of the principles of the Lisbon Recognition Convention

10. Stage of implementation of ECTS

## &gt; LIFELONG LEARNING &lt;

11. Recognition of prior learning

## &gt; JOINT DEGREES &lt;

12. Establishment and recognition of joint degrees

**Portugal** was a signatory to the Bologna Declaration. Key developments since 2005 include: adopting legislation to implement Bologna reforms; introducing a three-cycle system based on learning outcomes and credit ranges, joint degrees, and recognition of prior learning, including non-formal and informal learning, and short first cycle vocational qualifications; inviting ENQA to review the existing quality assurance procedures and EUA to review some higher education institutions; taking part in the OECD Review of Tertiary Education; and taking steps to create a Portuguese accreditation and evaluation agency in 2007. The percentage of first and second cycle study programmes will increase to around 80% by 2007-2008. The remaining study programmes will be reorganised into first and second cycle in 2008-2009. The use of ECTS is mandatory for all study programmes created after June 2005 and for those being reorganised into the first and second cycle. Future challenges include: improving access to lifelong learning and widening participation; improving the quality and relevance of the training provided; enhancing autonomy and accountability; encouraging mobility and internationalisation; and clarifying the higher education institution funding system.

## ROMANIA

## &gt; DEGREE SYSTEM &lt;

1. Stage of implementation of the first and second cycle

2. Access to the next cycle

3. Implementation of national qualifications framework

## &gt; QUALITY ASSURANCE &lt;

4. National implementation of *Standards and Guidelines for QA in the EHEA*

5. Stage of development of external quality assurance system

6. Level of student participation

7. Level of international participation

## &gt; RECOGNITION OF DEGREES AND STUDY PERIODS &lt;

8. Stage of implementation of diploma supplement

9. National implementation of the principles of the Lisbon Recognition Convention

10. Stage of implementation of ECTS

## &gt; LIFELONG LEARNING &lt;

11. Recognition of prior learning

## &gt; JOINT DEGREES &lt;

12. Establishment and recognition of joint degrees

**Romania** was a signatory to the Bologna Declaration. Key developments since 2005 include implementing legislation to define structured third cycle study programmes; creating the necessary preconditions for developing a system of post-doctoral individual grants; extending the use of ECTS and diploma supplements; and developing a quality assurance framework by establishing the Romanian Agency for Quality Assurance in Higher Education, which applied for ENQA membership; and a new methodological framework for external evaluation of quality assurance. A national agency for qualifications in higher education has been set up, with the aim of developing and implementing a national qualifications framework. Future challenges include: developing an integrated national qualifications framework for lifelong learning based on learning outcomes; evaluating all higher education institutions and their study programmes; increasing funding for higher education, allocated on the basis of quality and increasing staff and student mobility by introducing portable grants.



## RUSSIA

## &gt; DEGREE SYSTEM &lt;

1. Stage of implementation of the first and second cycle
2. Access to the next cycle
3. Implementation of national qualifications framework

## &gt; QUALITY ASSURANCE &lt;

4. National implementation of *Standards and Guidelines for QA in the EHEA*
5. Stage of development of external quality assurance system
6. Level of student participation
7. Level of international participation

## &gt; RECOGNITION OF DEGREES AND STUDY PERIODS &lt;

8. Stage of implementation of diploma supplement
9. National implementation of the principles of the Lisbon Recognition Convention
10. Stage of implementation of ECTS

## &gt; LIFELONG LEARNING &lt;

11. Recognition of prior learning

## &gt; JOINT DEGREES &lt;

12. Establishment and recognition of joint degrees

**Russia** joined the Bologna Process in 2003. Key developments since 2005 include: approving the list of higher education institutions implementing Bologna reforms; working to introduce a system of student loans; increasing institutional autonomy; streamlining quality assurance procedures; and improving entrance procedures to higher education. Some 7% of the student population is following bachelor programmes, with 700,000 students studying in the two-cycle system. New educational standards for bachelors and masters are now being developed. A public campaign is under way to inform the higher education institution community and employers about the value of the new study programmes. The involvement of foreign experts in the external review of the quality of education in Russian higher education institutions is planned for the near future. The National Accreditation Agency is a candidate member of ENQA. Currently, only 2% of graduates in Russia receive a diploma supplement. Plans are in hand for all graduates to receive diploma supplements automatically and free of charge by 2008. The first stage of development of a national qualifications framework is complete. The Lisbon Recognition Convention was ratified in 2000, and amendments to laws are proposed to take forward the main provisions of the Convention. Future challenges include: stimulating demand from employers for bachelor graduates; increasing participation in mobility programmes; and increasing flexibility and adaptability in curricula.

## SERBIA

## &gt; DEGREE SYSTEM &lt;

1. Stage of implementation of the first and second cycle
2. Access to the next cycle
3. Implementation of national qualifications framework

## &gt; QUALITY ASSURANCE &lt;

4. National implementation of *Standards and Guidelines for QA in the EHEA*
5. Stage of development of external quality assurance system
6. Level of student participation
7. Level of international participation

## &gt; RECOGNITION OF DEGREES AND STUDY PERIODS &lt;

8. Stage of implementation of diploma supplement
9. National implementation of the principles of the Lisbon Recognition Convention
10. Stage of implementation of ECTS

## &gt; LIFELONG LEARNING &lt;

11. Recognition of prior learning

## &gt; JOINT DEGREES &lt;

12. Establishment and recognition of joint degrees

**Serbia** joined the Bologna Process in 2003. Key developments since 2005 include: adopting the new Law on Higher Education (LHE), which includes establishing the National Council for Higher Education and the Accreditation and Quality Assurance Commission; approving new standards for study programmes in October 2006; and setting up review teams to evaluate higher education institutions against the new standards. All study programmes allow access to the next level. In some cases, there is a requirement to take additional examinations. A commission involving all relevant stakeholders has been set up to develop a national qualifications framework. The framework is expected to be in place by mid 2007. The Accreditation and Quality Assurance Commission became a full member of INQAAHE in December 2006. Plans are in hand to seek ENQA membership. The Commission may seek the services of international organisations and associations in pursuing its work. Higher education institutions must define in their statutes how they recognise previously obtained qualifications. Future challenges include: developing a national qualifications framework and improving recognition.



**SLOVAKIA**

## &gt; DEGREE SYSTEM &lt;

1. Stage of implementation of the first and second cycle
2. Access to the next cycle
3. Implementation of national qualifications framework

## &gt; QUALITY ASSURANCE &lt;

4. National implementation of *Standards and Guidelines for QA in the EHEA*
5. Stage of development of external quality assurance system
6. Level of student participation
7. Level of international participation

## &gt; RECOGNITION OF DEGREES AND STUDY PERIODS &lt;

8. Stage of implementation of diploma supplement
9. National implementation of the principles of the Lisbon Recognition Convention
10. Stage of implementation of ECTS

## &gt; LIFELONG LEARNING &lt;

11. Recognition of prior learning

## &gt; JOINT DEGREES &lt;

12. Establishment and recognition of joint degrees

**The Slovak Republic** was a signatory of the Bologna Declaration. Key developments since 2005 include amending legislation to elaborate the position of higher education institutions within the EHEA and the European Research Area, and to regulate the awarding of joint degrees after completing joint study programmes. A working group of the Ministry of Higher Education was set up in December 2006 to develop a national qualifications framework, which will be fully compatible with the European Qualifications Framework for Lifelong Learning. Lifelong learning is offered at workplaces, through civic organisations, education establishments and private education institutions. Recognition of education received by informal learning has not yet been included in legislation. Future challenges include: building up a knowledge-based society; quality enhancement and developing an international dimension of quality assurance; creating new financial resources for higher education institutions through the introduction of part-time courses; and developing research capabilities, through joint collaborations, developing centres of excellence or by other means.

**SLOVENIA**

## &gt; DEGREE SYSTEM &lt;

1. Stage of implementation of the first and second cycle
2. Access to the next cycle
3. Implementation of national qualifications framework

## &gt; QUALITY ASSURANCE &lt;

4. National implementation of *Standards and Guidelines for QA in the EHEA*
5. Stage of development of external quality assurance system
6. Level of student participation
7. Level of international participation

## &gt; RECOGNITION OF DEGREES AND STUDY PERIODS &lt;

8. Stage of implementation of diploma supplement
9. National implementation of the principles of the Lisbon Recognition Convention
10. Stage of implementation of ECTS

## &gt; LIFELONG LEARNING &lt;

11. Recognition of prior learning

## &gt; JOINT DEGREES &lt;

12. Establishment and recognition of joint degrees

**Slovenia** was a signatory of the Bologna Declaration. Key developments since 2005 include: increasing the number of student enrolments in the new structure since 2005-2006; adopting new legislation on the relationship between old and new qualifications, quality assurance arrangements and the provision of financial resources to second cycle students; adopting a new Decree on the public financing of higher education in December 2006; extending the remit of the Council of Higher Education to include external quality assurance evaluations; organising a public consultation and setting up a working group to prepare a national qualifications framework. The introduction of the new three-cycle degree structure will be completed by 2009-2010. The phasing in of the new structure means that only 13% of students are enrolled in the new programmes so far. External reviews are not currently included in the quality assurance system, although several higher education institutions have undergone international accreditations on their own initiative. There is international cooperation in some aspects of quality assurance. Future challenges include: developing quality assurance in higher education; promoting national and international mobility; further decentralising higher education; creating mechanisms for business investment in and cooperation with higher education institutions; recognising informal learning; developing flexible and joint study programmes; promoting student-centred learning; developing knowledge transfer and linking financing and quality indicators; and fostering better cooperation amongst higher education stakeholders.

## SPAIN

## &gt; DEGREE SYSTEM &lt;

1. Stage of implementation of the first and second cycle
2. Access to the next cycle
3. Implementation of national qualifications framework

## &gt; QUALITY ASSURANCE &lt;

4. National implementation of *Standards and Guidelines for QA in the EHEA*
5. Stage of development of external quality assurance system
6. Level of student participation
7. Level of international participation

## &gt; RECOGNITION OF DEGREES AND STUDY PERIODS &lt;

8. Stage of implementation of diploma supplement
9. National implementation of the principles of the Lisbon Recognition Convention
10. Stage of implementation of ECTS

## &gt; LIFELONG LEARNING &lt;

11. Recognition of prior learning

## &gt; JOINT DEGREES &lt;

12. Establishment and recognition of joint degrees

**Spain** was a signatory of the Bologna Declaration. Key developments since 2005 include: approving the Organic Law of Universities (LOU); confirming the three-cycle structure; improving mobility and coordinating the implementation of the Bologna reforms on a nationwide basis; and setting aside funding to allow greater staff and student mobility, and to encourage participation in joint study programmes. An extensive reform programme is currently under way to implement a system of higher education based on three cycles. Work is also under way to develop a national qualifications framework. A Royal Decree will set up a working group comprising all relevant stakeholders. Higher education institutions are working to introduce diploma supplements and ECTS is expected to replace completely the national system of credits from 2008-2009 onwards. Internal processes necessary to ratify the Lisbon Recognition Convention have been completed, and a number of steps have already been taken to improve recognition practice. The quality assurance agency, ANECA, has developed plans for student involvement in quality assurance from 2007. Future challenges include: implementing reforms to support participation in the EHEA; consolidating the reform of the degree system; implementing the national qualifications framework; and increasing the mobility of students and staff.

## SWEDEN

## &gt; DEGREE SYSTEM &lt;

1. Stage of implementation of the first and second cycle
2. Access to the next cycle
3. Implementation of national qualifications framework

## &gt; QUALITY ASSURANCE &lt;

4. National implementation of *Standards and Guidelines for QA in the EHEA*
5. Stage of development of external quality assurance system
6. Level of student participation
7. Level of international participation

## &gt; RECOGNITION OF DEGREES AND STUDY PERIODS &lt;

8. Stage of implementation of diploma supplement
9. National implementation of the principles of the Lisbon Recognition Convention
10. Stage of implementation of ECTS

## &gt; LIFELONG LEARNING &lt;

11. Recognition of prior learning

## &gt; JOINT DEGREES &lt;

12. Establishment and recognition of joint degrees

**Sweden** was a signatory of the Bologna Declaration. Key developments since 2005 include: adopting a new law in February 2006 to reform the higher education system in line with the Bologna Process; developing degrees and courses in line with the three-cycle system; adopting new degree descriptions based on learning outcomes; introducing a new two-year masters degree in the second cycle; reforming the credit system in line with ECTS; and extending the implementation of diploma supplements to include the third cycle. All students in higher education will be enrolled in the three-cycle degree system from July 2007. Future challenges include: establishing joint degrees; further promoting staff and student mobility; maintaining a high quality of higher education and the link between higher education and research.

## SWITZERLAND

### > DEGREE SYSTEM <

1. Stage of implementation of the first and second cycle
2. Access to the next cycle
3. Implementation of national qualifications framework

### > QUALITY ASSURANCE <

4. National implementation of *Standards and Guidelines for QA in the EHEA*
5. Stage of development of external quality assurance system
6. Level of student participation
7. Level of international participation

### > RECOGNITION OF DEGREES AND STUDY PERIODS <

8. Stage of implementation of diploma supplement
9. National implementation of the principles of the Lisbon Recognition Convention
10. Stage of implementation of ECTS

### > LIFELONG LEARNING <

11. Recognition of prior learning

### > JOINT DEGREES <

12. Establishment and recognition of joint degrees

**Switzerland** was a signatory of the Bologna Declaration.

Key developments since 2005 include: securing the enrolment of all first year students (apart from medicine) in bachelor programmes; working to introduce bachelor programmes in medicine from autumn 2007; working to simplify the mechanism for cooperation between federal and cantonal authorities; and enhancing the transparency and efficiency of resource allocation. Traditional single-tier study courses are being discontinued. Current estimates suggest that by 2010-11 more than 95% of students will be enrolled in first and/or second cycle courses. A steering group was set up in September 2005 to develop a national qualifications framework. A first draft is under development and the final draft is expected to be presented to the relevant political bodies for approval in 2008. Higher education institutions have the right to admit students who do not satisfy usual admissions conditions. Work experience and informal learning are also taken into account for admission to many continuing education programmes. Future challenges include: increasing the coherence of Swiss higher education; ensuring adequate funding; completing the introduction of high quality masters programmes in all disciplinary fields; creating flexible pathways between different types of higher education institutions; increasing the number of structured doctoral programmes; and providing easily accessible and user friendly information on study opportunities at Swiss higher education institutions.

## "the former Yugoslav Republic of Macedonia"

### > DEGREE SYSTEM <

1. Stage of implementation of the first and second cycle
2. Access to the next cycle
3. Implementation of national qualifications framework

### > QUALITY ASSURANCE <

4. National implementation of *Standards and Guidelines for QA in the EHEA*
5. Stage of development of external quality assurance system
6. Level of student participation
7. Level of international participation

### > RECOGNITION OF DEGREES AND STUDY PERIODS <

8. Stage of implementation of diploma supplement
9. National implementation of the principles of the Lisbon Recognition Convention
10. Stage of implementation of ECTS

### > LIFELONG LEARNING <

11. Recognition of prior learning

### > JOINT DEGREES <

12. Establishment and recognition of joint degrees

**"the former Yugoslav Republic of Macedonia"** joined the Bologna Process in 2003. Key developments since 2005 include: increasing the autonomy of the higher education sector; developing learning outcomes-based curricula that meet employers' needs; working towards student-centred learning; widening access to higher education and expanding the type of provision offered; and restructuring higher education institutions, to facilitate greater internal mobility. Implementation of the three-cycle system is continuing. A working group has been set up to develop a national qualifications framework, based on learning outcomes. Consultations and seminars were held in 2006 to develop a draft framework, which is expected to be finalised by 2010. Students are involved in higher education institution self-evaluation procedures, which inform the external evaluation undertaken by the Evaluation Agency. Foreign experts generally take part in external review teams. An external review of the Evaluation Agency involving foreign experts is planned by 2010. The introduction of the diploma supplement and the recognition of prior learning are expected to be addressed in forthcoming legislation. ECTS has been implemented in some areas and work is under way to widen its application. Future challenges include: improving the quality and relevance of higher education; developing a comprehensive evaluation system; modernising teaching methods; offering more flexible learning opportunities; increasing the effectiveness of higher education through appropriate investment; improving governance, and safeguarding academic and research standards.

## TURKEY

## &gt; DEGREE SYSTEM &lt;

1. Stage of implementation of the first and second cycle
2. Access to the next cycle
3. Implementation of national qualifications framework

## &gt; QUALITY ASSURANCE &lt;

4. National implementation of *Standards and Guidelines for QA in the EHEA*
5. Stage of development of external quality assurance system
6. Level of student participation
7. Level of international participation

## &gt; RECOGNITION OF DEGREES AND STUDY PERIODS &lt;

8. Stage of implementation of diploma supplement
9. National implementation of the principles of the Lisbon Recognition Convention
10. Stage of implementation of ECTS

## &gt; LIFELONG LEARNING &lt;

11. Recognition of prior learning

## &gt; JOINT DEGREES &lt;

12. Establishment and recognition of joint degrees

**Turkey** joined the Bologna Process in 2001. Key developments since 2005 include: adopting a number of regulations to take forward Bologna reforms; completing the ratification process for the Lisbon Recognition Convention; establishing the independent Commission for Academic Assessment and Quality Improvement in Higher Education Institutions (YODEK), a national student council and a commission to develop a national qualifications framework; mandatory introduction of ECTS and diploma supplements; enabling joint degrees; widening access for disabled students; and preparing a Report on the Strategy for Higher Education to 2025. It is envisaged that YODEK will cooperate with foreign experts in external assessments. YODEK is planning to apply for ENQA membership. Future challenges include: balancing supply and demand for higher education; implementing an internationally accepted national quality assessment system; designing a more effective and efficient funding model; widening access to higher education; and maximising the opportunity presented by the increasing young population.

## UKRAINE

## &gt; DEGREE SYSTEM &lt;

1. Stage of implementation of the first and second cycle
2. Access to the next cycle
3. Implementation of national qualifications framework

## &gt; QUALITY ASSURANCE &lt;

4. National implementation of *Standards and Guidelines for QA in the EHEA*
5. Stage of development of external quality assurance system
6. Level of student participation
7. Level of international participation

## &gt; RECOGNITION OF DEGREES AND STUDY PERIODS &lt;

8. Stage of implementation of diploma supplement
9. National implementation of the principles of the Lisbon Recognition Convention
10. Stage of implementation of ECTS

## &gt; LIFELONG LEARNING &lt;

11. Recognition of prior learning

## &gt; JOINT DEGREES &lt;

12. Establishment and recognition of joint degrees

**Ukraine** joined the Bologna Process in 2005. Key developments since then include: preparing an Action Plan for implementation up to 2010; setting up a Bologna Follow-up Group within the Ministry of Education and Science, a Bologna Follow-up Inter-departmental Commission and a national team of Bologna Promoters; the council of students applying for ESIB membership; progressing the implementing of ECTS and diploma supplements; and increasing the higher education sector's engagement with the EHEA. Work has started to develop a national qualifications framework, following discussion with all interested parties at the national level. It is expected to be completed by 2010. Plans have been developed to improve and coordinate national quality assurance arrangements, with a seminar to be held in April 2007. Some international involvement in quality assurance takes place at the institutional level, and universities are in direct contact with international accreditation agencies. Plans are in place for graduates to receive diploma supplements from 2008-09. Future challenges include: developing a quality assurance system in line with the *Standards and Guidelines for Quality Assurance in the EHEA*; implementing the third cycle; increasing the employability of bachelor graduates; increasing staff and student mobility; and extending higher education institution and community links.

## UNITED KINGDOM – ENGLAND, WALES AND NORTHERN IRELAND

### > DEGREE SYSTEM <

1. Stage of implementation of the first and second cycle
2. Access to the next cycle
3. Implementation of national qualifications framework

### > QUALITY ASSURANCE <

4. National implementation of *Standards and Guidelines for QA in the EHEA*
5. Stage of development of external quality assurance system
6. Level of student participation
7. Level of international participation

### > RECOGNITION OF DEGREES AND STUDY PERIODS <

8. Stage of implementation of diploma supplement
9. National implementation of the principles of the Lisbon Recognition Convention
10. Stage of implementation of ECTS

### > LIFELONG LEARNING <

11. Recognition of prior learning

### > JOINT DEGREES <

12. Establishment and recognition of joint degrees

The United Kingdom was a signatory of the Bologna Declaration. Key developments in England, Wales and Northern Ireland since 2005 include: providing the Bologna Secretariat from 2005-2007; publishing a guide to the diploma supplement and a revised guide to the Bologna Process in 2006; setting up a steering group to develop a credit framework for higher education in England; improving the student support system; and further expanding Foundation Degrees provision (short cycle qualifications). A survey in 2005 showed that around one-third of higher education institutions in the UK were issuing diploma supplements and some 50% of respondents planned to do so in the following two years. A further survey planned for the summer of 2007 will measure progress. Implementation of ECTS is being undertaken alongside the credit framework being developed for England (Northern Ireland and Wales already have credit systems in operation). Many institutions use ECTS, primarily within European programmes, but it is not compulsory. Future challenges include: encouraging greater sectoral participation in the Bologna Process; developing a national credit system in England; stimulating outward mobility; increasing engagement with employers; encouraging interest in science and technology, and encouraging the comprehensive use of the diploma supplement.

## UNITED KINGDOM – SCOTLAND

### > DEGREE SYSTEM <

1. Stage of implementation of the first and second cycle
2. Access to the next cycle
3. Implementation of national qualifications framework

### > QUALITY ASSURANCE <

4. National implementation of *Standards and Guidelines for QA in the EHEA*
5. Stage of development of external quality assurance system
6. Level of student participation
7. Level of international participation

### > RECOGNITION OF DEGREES AND STUDY PERIODS <

8. Stage of implementation of diploma supplement
9. National implementation of the principles of the Lisbon Recognition Convention
10. Stage of implementation of ECTS

### > LIFELONG LEARNING <

11. Recognition of prior learning

### > JOINT DEGREES <

12. Establishment and recognition of joint degrees

The United Kingdom was a signatory of the Bologna Declaration. Key developments in Scotland since 2005 include: successfully self-certifying the Framework for Qualifications of Higher Education Institutions in Scotland against the Framework for Qualifications of the EHEA; reviewing the Quality Enhancement Framework against the *Standards and Guidelines for Quality Assurance in the EHEA*; undertaking sector-wide quality enhancement initiatives on enhancing the student experience and flexible delivery; implementing diploma supplements and ECTS, alongside the compatible national system; publishing guidelines for the recognition of prior learning; merging the Scottish Further and Higher Education Funding Councils, and extending academic freedom to cover all staff. International participation in the governance of the national quality assurance agency has been agreed, and international involvement in external review teams is under consideration. Scottish representatives have been active in European quality assurance discussions and each Quality Enhancement Theme explicitly looks for international good practice. Future challenges include: maintaining the competitiveness of higher education in Scotland; internationalising curricula; developing more joint degrees; improving retention within under represented groups; supporting peer learning; and increasing outward student mobility.

## BOLOGNA SCORECARD

[illegible]



ISBN: 978-1-84478-945-0

PPAPG/D16(6909)/0507

© Crown copyright 2007

[www.dfes.gov.uk](http://www.dfes.gov.uk)

Published by the Department for Education and Skills

Extracts from this document may be reproduced for non-commercial research, education or training purposes on the condition that the source is acknowledged.

**75% recycled**

This leaflet is printed  
on 75% recycled paper



When you have finished with  
this leaflet please recycle it