BOLOGNA PROCESS
TEMPLATE FOR NATIONAL REPORTS: 2005-2007

Final: 9 May 2006

Notes:

The deadline for submitting National Reports is **Friday 15 December 2006.**

BFUG members are encouraged to consult other stakeholders about the contents of their National Report.

Please complete your National Report in English using this template and return it to the Secretariat by email. Your report should not exceed **20 pages in length,** using Times New Roman font size 12. Where appropriate, please include precise web references to legislation or other documentation. For any topic where there has been no change since 2005, please refer to your National Report for the Bergen conference.

Please attach your country's action plan to improve the quality of the process associated with the recognition of foreign qualifications.

National Reports will be posted on the Bologna website in their original form.

Information from National Reports will form the basis of the Stocktaking Report to be presented to Ministers when they meet in London in May 2007.

This template has three sections:

A. Background information on your Higher Education system
B. Main stocktaking questions, including scorecard elements
C. Current issues in Higher Education.

Elements that will inform the scorecard element of stocktaking are clearly indicated in the template.

Information for the stocktaking, including the scorecard element, will also be drawn from the Eurydice survey "Focus on the Structure of Higher Education in Europe". These elements are also indicated in the template. Please use your National Report to supplement, but not repeat, your country's input to the Eurydice survey.

A. Background information on your Higher Education system

Details

Country	
Date	
BFUG member (one name only) Position	
Email address	
Contributors to the report	

Main achievements since Bergen

> 1. Describe the important developments relating to the Bologna Process, including legislative reforms, since Bergen.

National organisation

> 2. Describe any changes since Bergen in the structure of public authorities responsible for higher education, the main agencies/bodies in higher education and their roles.
>
> Please include:
> - whether higher education institutions (HEIs) report to /are overseen by different ministries
> - how funds are allocated to HEIs
> - areas for which HEIs are autonomous and self governing.

> 3. Describe any changes since Bergen to the institutional structure.
>
> Please include:
> - the number of public/private HEIs
> - are there different types of institutions delivering higher education (i.e. academic/professional, university/non-university etc.)
> - the number/percentage of students admitted in academic session 2006-2007 to each type of institution
> - the extent to which different types institutions are covered by the same regulations.

Partnership

> 4. Describe the structure which oversees the implementation of the Bologna Process in your country.
>
> Please include:
> - the membership and role of any national Bologna group (for example policy committee, promoters' group)
> - the membership and role of students, staff trade unions, business and social partners in any national Bologna Group.

> 5. Describe the arrangements for involving students and staff trade union/representative bodies in the governance of HEIs.
>
> Please include:
> - precise references (preferably with web links) to any legislation (or equivalent) in place to ensure students and staff are represented on HEI governing bodies
> - the role of students in the governance of HEIs

• the role of staff trade union/representative bodies in the governance of HEIs.

6. Describe the measures in place to ensure the co-operation of business and social partners within the Bologna Process.

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B. Main stocktaking questions, including scorecard elements

Degree system

(Scorecard and Eurydice) Stage of implementation of the first and second cycle 7. Describe the progress made towards introducing the first and second cycle. Please include: • the percentage of the total number of students below doctoral level enrolled in the two cycle degree system in 2006/07.

(Eurydice) Stage of implementation of the third cycle 8. Describe the progress made towards implementing doctoral studies as the third Bologna cycle. Please include: • the percentage of 3rd cycle students following structured doctoral programmes • the normal length of full-time doctoral studies • the elements that are included in doctoral study programmes, e.g. do they include taught courses or independent research only • the supervisory and assessment procedures for doctoral studies • are doctoral studies included in your country's qualifications framework and are they linked to learning outcomes • are interdisciplinary training and the development of transferable skills integrated in doctoral studies • are credit points used in measuring workload in doctoral studies?

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Access[1] to the next cycle

9.   Describe the arrangements for access between the first and second cycles and second and third cycles.

Please include:
- the percentage of first cycle qualifications that give access to the second cycle
- if appropriate, the percentage of first cycle qualifications that give access to the third cycle
- the percentage of first cycle qualifications that give access to both the second and third cycles
- the percentage of second cycle qualifications that give access to the third cycle
- specify any first cycle qualifications that do not give access to the second cycle
- specify any second cycle qualifications that do not give access to the third cycle.
- specify any examples where bridging courses are necessary to transfer between cycles in the same subject area
- any measures planned to remove obstacles between cycles.

Implementation of national qualifications framework

10.   Describe the stage of implementation of the national qualifications framework to align with the overarching Framework for Qualifications of the EHEA[2].

Please include:
- the stage of development of your national qualifications framework (for example: has your national QF been included in legislation or agreed between all relevant stakeholders; has a working group been established; have national outcomes-based descriptors of the main types of   qualifications been prepared; has a timetable for implementation been agreed?)
- the extent to which your national qualifications framework is in line with the Framework for Qualifications of the EHEA
- the role of stakeholders in the development of your national qualifications framework.

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[1] Access as defined in the Lisbon Recognition Convention. Access: the right of qualified candidates to apply and be considered for admission to higher education.
[2] A Framework for Qualifications of the EHEA: http://www.bologna-bergen2005.no/

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

Please include where possible:
- the percentage of first cycle graduates who found employment after graduating in 2005/06
- the percentage of first cycle graduates who continued into the second or third cycles in 2005/06
- the extent to which this is expected to change in 2006/2007.

Quality assurance

(Scorecard and Eurydice)

National implementation of the Standards and Guidelines for QA in the EHEA[3]

12. To what extent is your national system of QA already in line with the Standards and Guidelines for QA in the EHEA?

Please include:
- the stage of implementation of the national quality assurance system in line with the Standards and Guidelines for QA in the EHEA
- any action that has been taken to ensure that the national quality assurance system is in line with the Standards and Guidelines for QA in the EHEA
- any deadlines set for taking action to ensure that the national quality assurance system is in line with the Standards and Guidelines for QA in the EHEA
- any action planned to ensure that the national quality assurance system is in line with the standards and guidelines for QA in the EHEA.

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[3] http://www.enqa.net/files/BergenReport210205.pdf

Stage of development of external quality assurance system

13. Describe the quality assurance system operating in your country.

Please include:
- the stage of implementation of your external quality assurance system
- the scope of your external quality assurance system: does it operate at a national level; does it cover all higher education[4]
- which of the following elements are included in your external quality assurance system:
    - internal assessment
    - external review
    - publication of results
- whether procedures have been established for the peer review of the national agency(ies) according to the Standards and Guidelines for QA in the EHEA.

Level of student participation

14. Describe the level of student participation in your national quality assurance system.

Please include:
- whether students are included in the following aspects of quality assurance:
    - the governance of national agencies for QA
    - as full members or observers in external review teams
    - as part of the decision making process for external reviews
    - in the consultation process during external reviews (eg arrangements for external reviewers to consult with students)
    - in internal evaluations.

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[4] higher education: all types of courses of study or sets of courses of study, training or training for research at the post secondary level which are recognised by the relevant authorities as belonging to a country's higher education system.

Level of international participation

15. Describe the level of international participation in your national quality assurance system.

Please include:
- whether there is international participation in the following aspects of quality assurance
  - the governance of national agencies for quality assurance
  - the external evaluation of national quality assurance agencies
  - teams for external review, either as members or observers
  - membership of ENQA
  - membership of any other international network.

Recognition of degrees and study periods

Stage of implementation of Diploma Supplement

16. Describe the stage of implementation of the Diploma Supplement in your country.

Please include:
- the percentage of students graduating in 2007 who will receive a Diploma Supplement
- which of the following apply to Diploma Supplements issued in your country:
  - issued in a widely spoken European language
  - free of charge
  - automatically
  - correspond to the EU/CoE/UNESCO Diploma Supplement format.

National implementation of the principles of the Lisbon Recognition Convention

17. Describe the stage of implementation of the main principles and later supplementary documents[5] of the Lisbon Recognition Convention.

Please include:
- whether your country has ratified the convention (including depositing ratification instrument at either CoE or UNESCO)
- whether all appropriate legislation complies with the legal framework of the Convention and the later Supplementary Documents
- which of the following principles are applied in practice
  - applicants' right to fair assessment
  - recognition if no substantial differences can be proven
  - demonstration of substantial differences, where recognition is not granted
  - provision of information about your country's HE programmes and institutions
- whether you have a fully operational ENIC
- any action being taken to ratify or fully implement the Convention and the later Supplementary Documents.

Stage of implementation of ECTS

18. Describe the credit and accumulation system operating in your country.

Please include:
- the stage of implementation of ECTS in academic year 2006/2007
- the percentage of first and second cycle programmes using ECTS in academic year 2006/2007
- how any other credit or accumulation system in use relates to ECTS: is it compatible with ECTS; what is the ratio between national and ECTS credits.

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[5] Recommendation on the Criteria and Procedures for Recognition (2001); Recommendation on the Recognition of Joint Degrees (2004); Code of Good Practice in the Provision of Transnational Education (2001)

19. Has your country produced a national plan to improve the quality of the process associated with the recognition of foreign qualifications[6]? If so, give a brief description of the plan and attach a copy.

Lifelong Learning

(Scorecard)

Recognition of prior learning

20. Describe the measures in place to recognise prior learning, including non-formal and informal learning.

Please include:
- the stage of development of any procedures or national guidelines to recognise prior learning
- a description of any procedures or national guidelines for assessing prior learning as a basis for access to HE
- a description of any procedures or national guidelines for allocating credits as a basis of exemption from some programme requirements.

21. Describe legislative and other measures taken by your country to create opportunities for flexible learning paths in higher education.

Please include:
- any flexibility in entry requirements
- any flexible delivery methods
- any modular structures of programmes.

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[6] ENIC/NARIC has produced guidelines for National Action Plans for Recognition.

Joint degrees

(Scorecard and Eurydice)
Establishment and recognition of joint degrees
22. Describe the legislative position on joint degrees in your country.
Please include:
• the stage of implementation of any legislation to establish joint programmes
• whether joint[7] degrees are allowed and encouraged in legislation
• whether joint degrees are allowed and encouraged in all three cycles
• an indication of the percentage of HEIs that have established joint programmes and are awarding nationally recognised degrees jointly with HEIs of other countries
• any action being taken to encourage or allow joint programmes.

C. Current issues in Higher Education

Higher education and research

23. Describe the relationship between higher education and research in your country - what percentage of research is carried out in HEIs; are any steps being taken to improve the synergy between HE and other research sectors.
24. 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?

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[7] a joint degree is a single degree certificate awarded by two or more institutions, and where the single degree certificate is valid without being supplemented by any additional national degree certificate.

The social dimension

25. Describe any measures being taken in your country to widen access to quality higher education.

Please include:
- any financial or other measures to widen access in higher education amongst socially disadvantaged groups
- any measures in place to monitor the impact of policies to widen access to higher education, including results if possible
- any further measures planned, following evaluation of the widening access measures already in place.

26. Describe any measures to help students complete their studies without obstacles related to their social or economic background.

Please include:
- any guidance or counselling services and any other measures to improve retention
- any measures in place to monitor the impact of polices to improve retention, including results if possible
- any further measures planned, following evaluation of the retention measures already in place.

Mobility

27. Describe any measures being taken to remove obstacles to student mobility and promote the full use of mobility programmes.

Please include:
- any measures to increase inward student mobility
- any measures to increase outward student mobility.

28. Are portable loans and grants available in your country? If not, describe any measures being taken to increase the portability of grants and loans.

29. Describe any measures being taken to remove obstacles to staff mobility and promote the full use of mobility programmes.

Please include:
- any measures to increase inward staff mobility
- any measures to increase outward staff mobility.

The attractiveness of the EHEA and cooperation with other parts of the world

30. Describe any measures being taken in your country to promote the attractiveness of the EHEA.

Future challenges

31. Give an indication of the main challenges ahead for your country.

Completed National Reports should be sent to the Bologna Secretariat by email no later than **Friday 15 December 2006**.

Please remember to attach a copy of your national action plan to improve the quality of the process associated with the recognition of foreign qualifications.

Bologna Secretariat
May 2006