

Glossary, WWW Goldmine and Appendixes

Glossary

Assessment

The total range of written, oral and practical tests, as well as projects and portfolios, used to decide on the student's progress in the COURSE UNIT OR MODULE. These measures may be mainly used by the students to assess their own progress (formative assessment) or by the University to judge whether the course unit or module has been completed satisfactorily against the LEARNING OUTCOMES of the unit or module (summative assessment)

Assessment criteria

Descriptions of what the learner is expected to do, in order to demonstrate that a LEARNING OUTCOME has been achieved.

Class

The group of students in the same year of a given PROGRAMME OF STUDY.

Competences

In the Tuning Project competences represent a dynamic combination of attributes—with respect to knowledge and its application, to attitudes and responsibilities—that describe the LEARNING OUTCOMES of an educational programme, or how learners are able to perform at the end of an educational process. In particular, the Project focuses on subject-area related competences (specific to a field of study) and generic competences (common to any degree course).

Comprehensive exam

ASSESSMENT of the overall LEARNING OUTCOMES achieved over the past/previous years.

Contact hour

A period of 45-60 minutes teaching contact/cooperation between a staff member and a student or group of students.

Continuous assessment

Tests taken within the normal teaching period as part of an annual or the final ASSESSMENT.

Convergence

Voluntary adoption of suitable policies for the achievement of a common goal. Convergence in the architecture of national educational systems is pursued in the Bologna process.

Course unit or Module

A self-contained, formally structured learning experience with a coherent and explicit set of LEARNING OUTCOMES and ASSESSMENT CRITERIA.

Coursework

Taught COURSE UNITS, TUTORIALS etc., which are a preparation for further independent work.

Credit

The «currency» used to measure student WORKLOAD in terms of the NOTIONAL LEARNING TIME required to achieve specified LEARNING OUTCOMES.

Credit accumulation

In a credit accumulation system LEARNING OUTCOMES totalling a specified number of CREDITS must be achieved in order to successfully complete a semester, academic year or a full PROGRAMME OF STUDY, according to the requirements of the programme. Credits are awarded and accumulated if the achievement of the required learning outcomes is proved by ASSESSMENT.

Credit framework

A system that facilitates the measurement and comparison of LEARNING OUTCOMES achieved in the context of different qualifications, PROGRAMMES OF STUDY and learning environments.

Credit level

An indicator of the relative demand of learning and of learner autonomy. It can be based on the year of study and/or on course content (e.g., Basic/Advanced/Specialised).

Credit type

An indicator of the status of course units in the PROGRAMME OF STUDY. It can be described as Core (major course unit), Related (unit providing instrument/support) and Minor (optional course unit).

Cycle

A course of study leading to an academic DEGREE. One of the objectives indicated in the Bologna Declaration is the «adoption of a system based on two main cycles, undergraduate and graduate.» DOCTORAL STUDIES are generally referred to as the third cycle.

Degree

Qualification awarded by a higher education institution after successful completion of a prescribed PROGRAMME OF STUDY. In a CREDIT ACCUMULATION system the programme is completed through the accumulation of a specified number of credits awarded for the achievement of a specific set of LEARNING OUTCOMES.

Diploma supplement

The Diploma Supplement is an annex to the original qualification designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the holder of the qualification. It is based on the model developed by the European Commission, Council of Europe and UNESCO/CEPES. It improves the international transparency and the academic/professional recognition of qualifications

Doctoral student

See RESEARCH STUDENT

Doctoral studies or Doctoral programme

Course of study leading to a DOCTORATE.

Doctorate or Doctoral degree

A high level qualification which is internationally recognised as qualifying someone for research or academic work. It will include a substantial amount of original research work which is presented in a

THESIS. It is generally referred to as the degree awarded after completion of third cycle studies.

ECTS (European Credit Transfer System)

A system for increasing the transparency of educational systems and facilitating the mobility of students across Europe through credit transfer. It is based on the general assumption that the global workload of an academic year of study is equal to 60 credits. The 60 credits are then allocated to course units to describe the proportion of the student workload required to achieve the related LEARNING OUTCOMES. Credit transfer is guaranteed by explicit agreements among the home institution, the host institution and the mobile student.

Elective course

A course to be chosen from a predetermined list.

Exam

Normally formal written and/or oral test taken at the end of a course unit or later in the academic year. Other assessment methods are also in use. Tests within the course unit are classed as CONTINUOUS ASSESSMENT.

First degree

First HIGHER EDUCATION qualification taken by the student. It is awarded after the successful completion of first CYCLE studies which, according to the Bologna Declaration, should normally last a minimum of three years or 180 ECTS credits.

Grade

A final evaluation based on the overall performance in the PROGRAMME OF STUDY.

Graduate or Postgraduate studies

A course of study following a FIRST DEGREE and leading to a SECOND DEGREE.

Grant or Scholarship or Fellowship

Payment made to some or all students to cover fees and/or living expenses. It may come from national/local governments or charitable foundations or private companies.

Group project

A piece of work given to a group of students which needs co-operative work for completion. This work may be assessed either individually or as a group.

Higher education

PROGRAMMES OF STUDY which may be entered by students holding either a qualified school leaving certificate of an upper secondary school after a minimum of twelve years of schooling or other relevant professional qualifications. Providers may be universities, universities of professional studies, higher education institutions or colleges.

Independent project

A piece of work given to a single student or a group of students for completion. This work will be assessed either individually or as a group.

ICT teaching

Teaching/studying/learning making use of information and communication technology. It usually takes place in e-learning environments.

Intensive course

A short full time course of one to four weeks concentrating on a particular topic. It may take place at another institution or in a summer school.

Learning outcomes

Statements of what a learner is expected to know, understand and/or be able to demonstrate after completion of a process of learning. Learning outcomes are distinct from the aims of learning, in that they are concerned with the achievements of the learner rather than the overall intentions of the teacher. Learning outcomes must be accompanied by appropriate ASSESSMENT CRITERIA which can be used to judge that the expected learning outcomes have been achieved. Learning outcomes, together with assessment criteria, specify the minimum requirements for the award of CREDIT, while marking is based on attainment above or below the minimum requirements for the award of credit. Credit accumulation and transfer is facilitated if clear learning outcomes are available to indicate with precision the achievements for which the credit will be awarded.

Lecture

Provision of content by presentation and explanation (possibly including demonstration) by a lecturer.

Mark

Any numerical or qualitative scale used to describe the results of ASSESSMENT in an individual COURSE UNIT or MODULE.

Module

See COURSE UNIT.

Notional learning time

The average number of hours a student will take to achieve specified LEARNING OUTCOMES and gain CREDITS.

Optional course

A COURSE UNIT or MODULE which may be taken as part of a PROGRAMME OF STUDY but is not compulsory for all students.

Oral presentation

A verbal presentation to a lecturer and possibly other students by an individual student. It may be on a topic researched by the student in the published literature or a summary of project work undertaken.

Postdoctoral researcher

A recently qualified researcher with a DOCTORATE, who will probably be employed on a short term contract.

Poster

A written presentation of some work on a display which can be read by a number of people.

Programme of study

An approved set of COURSE UNITS or MODULES recognised for the award of a specific DEGREE. A programme of study can also be defined through the set of LEARNING OUTCOMES to be achieved for the award of a specified number of CREDITS.

Research student or doctoral student

A student seeking to obtain a degree primarily on the basis of research.

Resit exams

Additional EXAM session offered to students who have not been able to take or pass their exams on the first dates scheduled.

Second degree

Second HIGHER EDUCATION QUALIFICATION qualification taken by a student after the FIRST DEGREE. It is awarded after the successful completion of second CYCLE studies and may involve some research work.

Skills and competences

The skills and COMPETENCES developed as an outcome of the learning process can be divided into «subject-area related» and «generic».

Seminar

A period of instruction based on written or oral contributions by the learners.

Supervisor

Member of academic staff of the University who monitors the progress of a DOCTORAL STUDENT, provides advice and guidance, and may be involved in assessing the THESIS. S/he will normally be a member of the research group where the student is working.

Thesis

A formally presented written report, based on independent research work, which is required for the award of a degree (generally SECOND DEGREE OR DOCTORATE).

Tuition fees / Tutorial fee

Charges made by university to student for teaching and/or supervision.

Tuning

Developing agreement and harmony by combining single sounds into a common «tune» or pattern of sounds. In the case of the Tuning project, it relates to higher education structures in Europe and recognises the diversity of traditions as a positive factor in the creation of a dynamic common HE area.

Tutorial

A period of instruction given by a tutor aimed at revising and discussing materials and topics presented at LECTURES.

Undergraduate studies

A course of study leading to a FIRST DEGREE.

Workload

All learning activities required for the achievement of the LEARNING OUTCOMES (i.e., lectures, practical work, information retrieval, private study, etc.).

Workshop

A supervised session where students work on individual tasks and receive assistance and direction when needed.

Tuning Members. Prepared by Maria Sticchi-Damiani

WWW Goldmine

Sorbonne-Bologna-Prague-Berlin process

- Trends in Learning Structures in Higher Education (II)
<http://147.83.2.29/salamanca2001/documents/trends/trends.PDF>
 - *Convention of European Higher Education Institutions Salamanca 2001*
<http://www.salamanca2001.org/>
- plus: links to all previous documents (> English, > Documents): see Annex.
- *From Bologna Declaration to Prague 2001*
ESIB's follow-up of this process is done by the Committee on Prague
<http://www.esib.org/prague/>
 - *Deutschland im europäischen Hochschulraum. Plenar-Entschiebung der HRK zu den Schlussfolgerungen aus der Bologna-Erklärung*
<http://www.hrk.de/> >Archiv> Entschiebungen>2000-2001
 - Prague Summit on Higher Education
<http://www.msmt.cz/Summit/index.html>
 - *Prague communiqué* [en & fr & cz version]
<http://www.msmt.cz/Summit/Fcommunique.html>
 - Berlin Summit on Higher Education
<http://www.bologna-berlin2003.de/>

Quality Assurance

- *Handbook for academic review*
<http://www.qaa.ac.uk/public/acrevhbook/contents.htm>
- *Protocol for the External Assessment of Educational Programmes 2000-2005* http://www.vsnu.nl/upload/7409_433_Protocol2000-2005Engels.PDF

- European Network for Quality Assurance in Higher Education
<http://www.enqa.net/index.lasso>
- *Internationalisation and quality assurance: towards worldwide accreditation?*
Dirk Van Damme, IAUP XIIIth Triennial Conference, Brussels (1999)
- First Global Forum on International Quality Assurance, Accreditation and the Recognition of Qualifications in Higher Education [UNESCO, Paris, 2002-10-17/18]
Outlooks for the International Higher Education Community in Constructing the Global Knowledge Society
Dirk Van Damme (VLIR) & (IUAP)
http://portal.unesco.org/education/ev.php?URL_ID=6447&URL_DO=DO_TO PIC&URL_SECTION=201&reload=1033632322

Diploma supplement

- Diploma supplement. E.C.
<http://europe.eu.int/comm/education/recognition/index.html>
- *Diploma Supplement Deutschland. Handbuch.*
<http://www.hrk.de/ >Archiv>Diploma Supplement>
- *Supplément de diplôme*
http://www.cpu.fr/_PDF/C3ES/diploma_supplement.doc

ECTS and ECTS extension

- ECTS
<http://europe.eu.int/comm/education/socrates/ects.html>
- ECTS extension feasibility project
<http://europe.eu.int/comm/education/socrates/ectsext.html>
- International Seminar: «Credit Accumulation and Transfer Systems»
[Leiria (PT), 2000-11-24/25]
http://www.esib.org/prague/documents/bp-credits_atc.htm
- Swiss Confederation (ETH Zürich and CRUS) and EUA Conference
Conference on ECTS - The Challenge for Institutions - The use of credits
<http://www.bologna-berlin2003.de/pdf/Tagung%20Zuerich.pdf>

Accreditation

- *Accrediting Accreditation Agencies and Accrediting Degree Programmes leading to Bakkalaureus/Bachelor's and Magister/ Master's Degrees - Basic Standards and Criteria*
<http://www.accreditation-council.de/criteria.htm>
- *Towards Accreditation Schemes for Higher Education in Europe?*
http://www.unige.ch/cre/activities/accreditation/accreditation_home.htm

- *Akkreditierungsrat* (Accreditation Council in Germany)
<http://www.accreditation-council.de/main.htm>

Transnational Education

- *Transnational Education Project*
Report and Recommendations (March 2001)
http://147.83.2.29/salamanca2001/documents/pos_papers/finalversion.PDF
- Transnational Education [Malmö (SE), 2001-03-02/03]
http://www.esib.org/prague/documents/transnational_education_project.pdf

Recognition issues

- Recognition of diplomas
<http://europe.eu.int/comm/education/recognition/index.html>
- European recognition networks (ENIC)
<http://www.lu.lv/ace/wp/networks.htm>
- *Recognition issues in the Bologna process*
Sjur Bergan, et al. EAIA Forum, Vol. 3, No.1 (2001) 26/27
- *Recognition problems and solutions of transnational education - the code of good practice*
Andrejs Rauhvargers, EAIA Forum, Vol. 3, No. 1 (2001) 28/29

Student experience

- *Zwischen Bits und Quarks - Junge Physiker und Physikerinnen im Beruf*
Ergebnisse der Europäischen Hochschulabsolventenstudie
Physikalische Blätter, 57 (2001), Nr. 6, p. 33/38
extended version (20 pages)
<http://www.wiley-vch.de/vch/journals/2050/suche/#WS2>

more extended:

- H. Schomburg, U. Teichler, M. Doerry & J. Mohr (Hrsg.)
«Erfolgreich von der Uni in den Job»
Fit for Business[Walhalla Fachverlag], Regensburg/Düsseldorf/ Berlin 2001,
ISBN 3-8029-4548-0; 22,90 DEM
- *Employers' Views of Postgraduate Physicists* report to EPSRC (UK) by N. Jagger
et al.
<http://www.epsrc.ac.uk>
- *Who will study physics, and why?* S. Tobias & F. Birrer
Eur. J. Phys. 20 (1999) 365/372

- *Big Business und Big Bang. Berufs- und Studienführer Physik*
Max Rauer & Stefan Jorda
Wiley-VHC Verlag, Berlin (2002) ISBN 3-527-40326-4
<http://www.physiker-im-beruf.de>

Bachelor-Master

- Seminar on Bachelor-Level Degrees [Helsinki (FI), 2001-02-16/17]
http://www.esib.org/prague/documents/seminar-short_cycle.htm
- European Commission - EUA Joint publication *Survey on Master Degrees and Joint Degrees in Europe*
Christian Tauch & Andrejs Rauhvargers
<http://www.unige.ch/eua/welcome.html>

AT

- *Bundesgesetz über die Organisation der Universitäten und ihre Studien (Universitätsgesetz 2002)*
<http://www.bmbwk.gv.at/start.asp?bereich=1&OID=7088>
<http://www.weltklasse-uni.at/>

BE (nl)

- *VL.I.R. advies betreffende de implementatie van de Bolognaverklaring in Vlaanderen - luik bachelor-masterstructuur en binaire stelsel*
<http://www.vlir.be/vlir/onderwijs/Bama.htm>
- *Van Bologna over Salamanca naar Praag. De Europese hoger-onderwijsruimte en de consequenties voor de Vlaamse universitaire ruimte.* D. Van Damme
Universiteit en Beleid 15 Jrg. Nr 2 (2001) p. 2/17

DE

- *Empfehlungen zur Einführung neuer Studienstrukturen und –abschlüsse (Bakkalaureus/Bachelor – Magister/Master) in Deutschland*
<http://www.wrat.de/texte/4418-00.pdf>
- *Tagungsdokumentation. Bachelor und Master in Mathematik und Naturwissenschaften*
Dokumentationen & Materialien Band 39. DAAD, Bonn (2000)

FR

- *Rencontres et travaux. Europe*
http://www.cpu.fr/thematique/europe/rencontre_index.html
- *Construction de l'espace européen de l'enseignement supérieur*
<http://www.education.gouv.fr/discours/2001/orientsup.htm>
http://www.cpu.fr/actu/article_index.asp?id=345
http://www.cpu.fr/_pdf/C3ES.doc

— *De nouvelles perspectives pour l'enseignement supérieur*
<http://www.education.gouv.fr/presse/2002/rentreesupdp.htm>

— *Construction de l'espace européen de l'enseignement supérieur : déclinaison française*
<http://www.cpu.fr/Outils/Imprime.asp?TypeDoc=Publication&Id=250>

NL

— *Naar een open Hoger Onderwijs.*
Invoering van een bachelor-masterstructuur in het Nederlandse hoger onderwijs
<http://www.minocw.nl/onderwijs/ho/bachelor/main.htm>

— *De beleidsontwikkeling en implementatie van het bachelor-mastersysteem in het Nederlandse hoger onderwijs. Een vervolgonderzoek.*
M. van der Wende & A. Lub
<http://www.utwente.nl/cheps/>

NO

— *Reform of the quality of higher education*
<http://odin.dep.no/ufd/engelsk/publ/veiledninger/014071-120002/index-dok000-b-n-a.html>

UK

— *David Blunkett's Speech on Higher Education, 15 February 2000 at Maritime Greenwich University*
<http://cms1.gre.ac.uk/dfee/#speech>

Organisations

— ERASMUS: Thematic Network Projects
<http://europe.eu.int/comm/education/socrates/tnp/index.html>

— ERASMUS WORLD
http://europa.eu.int/rapid/start/cgi/guesten.ksh?p_action.gettxt=gt&doc=IP/02/1066|0|AGED&lg=EN&display=

— European University Association (EUA)
<http://www.unige.ch/eua/>

— ACA - Academic Cooperation Association
<http://www.aca-secretariat.be/>

— ESIB - The National Unions of Students in Europe
<http://www.esib.org/>

Newsletter

- *Education and Culture at a glance* [en, de, fr version]
http://europa.eu.int/comm/dgs/education_culture/publ/news/

Some «caveats»

- *Evaluieren wir uns zu Tode? Eine Bestandsaufnahme.*
Ch. Ebel-Gabriel
Physikalische Blätter 57 (2001) Nr. 5, p. 3
- *Are we daring enough? Conservatism in the science system.*
<http://www.esf.org/ftp/pdf/2001/Espb/ESPB11.pdf>
- *Limits to Competition*
Group of Lisbon, MIT Press (1996) ISBN: 0262071649
- *Free Access to 2 000 MIT Courses online:
A huge opportunity for universities in poor countries*
<http://www.unesco.org/bpi/eng/unescopress/2002/02-fea16e.shtml>
- *The brave new (and smaller) World of Higher Education: A Transatlantic View*
Madeleine Green (ACE), Peter Eckel (ACE) & Andris Barblan (EUA)
<http://www.acenet.edu/bookstore>

ANNEX

Basic Documents in the Sorbonne-Bologna-Prague Process

- Joint declaration on harmonisation of the architecture of the European higher education system by the four Ministers in charge for France, Germany, Italy and the United Kingdom. Paris, the **Sorbonne**, May 25 1998
<http://www.murst.it/progprop/autonomi/sorbona/sorbgb.htm>
 - Project Report: «*Trends in Learning Structures in Higher Education*»
<http://www.rks.dk/trends1.htm>
 - The European Higher Education Area: Joint declaration of the European Ministers of Education Convened in **Bologna** on the 19th of June 1999
<http://www.unige.ch/cre/activities/Bologna%20Forum/Bologne1999/bologna%20declaration.htm>
 - The Magna Charta
http://www.unige.ch/cre/activities/Magna%20Charta/magna_charta.html
 - Towards A Coherent European Higher Education Space: From Bologna To Prague
Guy Haug (CRE) and Christian Tauch (HRK)
http://147.83.2.29/salamanca2001/documents/main_texts/BolognafollowupGH.pdf
 - Enlarged Follow-up group to the Bologna Process. Lisboa, June 30, 2000. Report by the **Council of Europe**
http://147.83.2.29/salamanca2001/documents/main_texts/CoEreport.pdf
 - Meeting of the Bologna Follow-up group. Minutes. Lisboa, January 31, 2000.
http://147.83.2.29/salamanca2001/documents/main_texts/MinutesJan2000.pdf
 - Meetings of Bologna Process Follow-up group and enlarged group. Lisboa June 29 & 30, 2000. Draft minutes.
http://147.83.2.29/salamanca2001/documents/main_texts/MinutesJune2000.pdf
- or the very useful alternative:
- *Compendium of Basic Documents in the Bologna Process*
http://www.bologna-berlin2003.de/pdf/compendium_of.pdf

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Tuning Members. Prepared by Hendrik Ferdinande.

