Degree and Curriculum Reform
Cooperation in Quality Assurance

Independent Assessment of the Bologna Process
Independent assessment


- What did major action lines contribute to
  - Establishment of EHEA → Mobility
  - Promote the European system of higher education world-wide
Degree reform

- 2-/3-cycle structures have been introduced
  - All within agreed credit ranges
    - 18-240 for 1st cycle, (60)90-120 for 2nd cycle
    - Much variety in 3rd cycle (doctoral), mostly 3-4 years
- Short-cycle programmes in 26 countries, in different cycles
- 180 + 120 credits (‘3 + 2’ years) is a prominent model
- Achieved
Degree reform

Students in 2-cycle structure (2008)

- 90-100%
- 50-89%
- 25-49%
- < 25%

Independent Assessment of the Bologna Process
Curriculum reform

- ECTS or compatible credit systems: in all countries
  - Based on workload and outcomes: in 12 countries
  - Implementation in higher education institutions in many countries less than complete

- Needs attention
Curriculum reform

- Flexibility of curricula
  - Is a condition for ECTS, for flexible study paths
  - Mostly present to some extent, but rigid curricula are typical in a minority of countries
    - (3 without electives, 21 without systematic modularisation)

- Implementation not yet complete
Cooperation in quality assurance

- ESG accepted
- EQAR established, agencies entering the Register
- Internal + external quality assurance introduced in all but one countries
- Actual implementation in higher education institutions is not complete
Cooperation in quality assurance

- Discipline-based initiatives such as the Tuning project are important complementary actions to engender more ‘shop-floor’ level involvement.
Qualifications frameworks

- QF-EHEA accepted
- Deadline for national qualifications frameworks (NQFs) extended to 2012
- More effort needed
  - NQFs are on the critical path for realisation of the EHEA by 2020