

**EUA on diploma supplement**  
**Meeting BFUG AG DS**  
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## Responses from surveys and site-visits: Trends 2010

- 66% report that they currently issue the DS to all students,
- 14% do it upon request and
- 18% have plans to do so in the future.
- The remaining 1% of respondents who had no plans to introduce the DS represents a total of 10 HEIs, out of 821 institutional responses. Modest growth has taken place since Trends V
- evidence from the site visits indicate that **the DS does not seem to have reached its full potential**. In addition, based on the site-visits, **the DS seems to be an administrative tool, distant from academics and academic concerns**

## **Trends 2010: on the use for mobility and if DS is provided free of charge**

“Trends 2010 introduced a new question, asking whether or not the Diploma Supplement is issued free of charge:

- **91% of respondents who issue the DS indicate that it is issued free of charge.**
- The Trends V report suggested that the DS was perceived as a valuable tool for international mobility or the international labour market...
- **BUT the lowest number of institutions that issue the DS to all students is found among the institutions with a worldwide focus** (it is worth noting that this was also the case in Trends V).
- **There is little evidence to date of the DS having a significant impact on graduates’ entry into the labour market.** Evidence from the site visits undertaken for EUA’s Master degree study (EUA 2009a) also indicate that in Germany, Poland, Spain, and Sweden, the DS was either unknown or unused by employers.
- It is also clear that implementation is not universal and while overall two-thirds of institutional respondents reported that they issue it to all graduating students, behind this figure there is significant variation in levels of implementation.”

## Trends 2010 on DS and employability

“There remains a lack of evidence of interest from employers and sporadic concerns about the usefulness of the Diploma Supplement, particularly in proportion to the resources required to implement it. **There is also evidence from the site visits that awareness of the Diploma Supplement amongst academics is still worryingly low. It seems that the Diploma Supplement has become an administrative task – one that requires reframing and linking to learning outcomes and qualifications frameworks as suggested in the 2007 amended guidelines. From a policy perspective:**

- Shifting to a student-centred learning approach is resource-intensive and requires adequate financial resources to support the required student-staff ratios, the development of blended teaching material, staff development and appropriate classroom infrastructures.
- In the light of the Trends 2010 evidence, it might be worth encouraging countries (possibly via the national rectors' conferences) to develop and agree common approaches at national level for the use of ECTS, covering such aspects as the estimation of student workload and the link between modularisation, learning outcomes and diploma supplement.”

## Trends 2010 recommendation

- **“ Use of the Diploma Supplement is growing but it seems to be relegated to an administrative function and disconnected from new developments such as learning outcomes and qualifications frameworks. These must be integrated in the Diploma Supplement, as recommended in the 2007 amended guidelines, and it must engage academics.”(p.9)**

# Trends 2010

## Future challenge

“Despite many advances, there is evidence that curricular design to fit the new degree structure amounts in many cases to a compression of existing curricula during the first cycle and more work is required with respect to ECTS practices. **Given the recent developments, the Diploma Supplement must integrate learning outcomes and qualifications frameworks as recommended in the 2007 amended guidelines.** The Bologna discourse has shifted now to student-centred learning, modularisation and learning outcomes and this can have positive effect in creating a coherent framework that addresses the needs of a variety of learners.

## Responses from projects, surveys and site-visits:

### Joint ENIC/NARIC and ENQA project

- "A ... joint ENIC/NARIC and ENQA project provides a range of insights about the use of the DS through a comparison of a sample of 26 DS from 22 countries. The project report concluded that the sample **showed considerable variety in "content, structure and lay-out", thus hindering the relevance and quality of the document, and that "several Diploma Supplements seem to be written for domestic use only..."** (p. 55)

## **Mobility: Closing the gap between policy and practice (MAUNIMO 2012)**

“Despite many years of promoting the implementation of ECTS, learning agreements and the Diploma Supplement at higher education institutions in Europe, **mobility and transparency tools are still not universally familiar.** ...The same conclusion emerges from the MMT testing. MAUNIMO coordinators who thought that resources such as the ECTS or Diploma Supplement were widely known and fully accepted were surprised by the results, which often demonstrated that **some members of the academic community were not aware of them and perhaps not consistently applying them.**”

“ According to the universities that took part in MAUNIMO, mobility approaches or strategies may have been developed but there is little knowledge of their impact. This may be because they remain unknown at the institution concerned or because not enough resources have been invested in communicating or implementing them.”

## Trends 2015

- From an institutional perspective, awareness of the tools that facilitate mobility are on the rise within institutions (Lisbon Convention, relationship with the ENIC/NARIC) and mobility levels might improve through a combination of actions, such as defining learning outcomes, improving the use of ECTS, **ensuring the quality of Diploma Supplements and their international understanding**, and providing financial support to mobile students.

## Conclusions

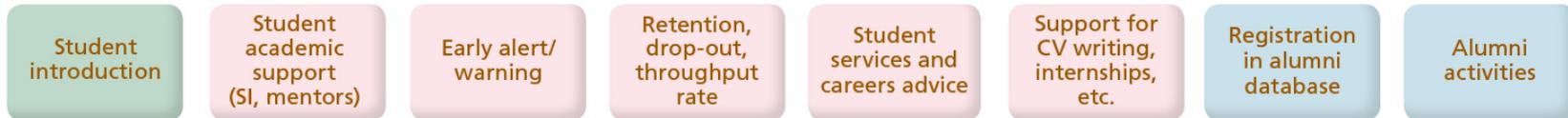
- Coincide with the conclusions from the 2015 Bologna Implementation Report
- Different development depending on when the HEI/country joined the BP
- Student target group: regional, national, European or international
- Lack of engagement/knowledge by academics in the diploma supplement – “don’t know what it looks like”
- Works reasonably well for recognition less so for employability

## Looking towards the future...

- Improving alignment: CD, LO, ECTS, DS, NQF/ EQF and ESG
- Revitalisation of the DS – more focus on content than the issuing?
- Digitalisation
- Port folio – with the possibility to list mobility/ student engagement/mentoring/practical placements
- Recognition/validation possible change in the light of the refugee crisis

# Lund University Trackit

## Faculty responsibilities



## Central administration responsibilities

