

Degree and Curriculum Reform Cooperation in Quality Assurance



Independent Assessment of the Bologna Process

Independent assessment

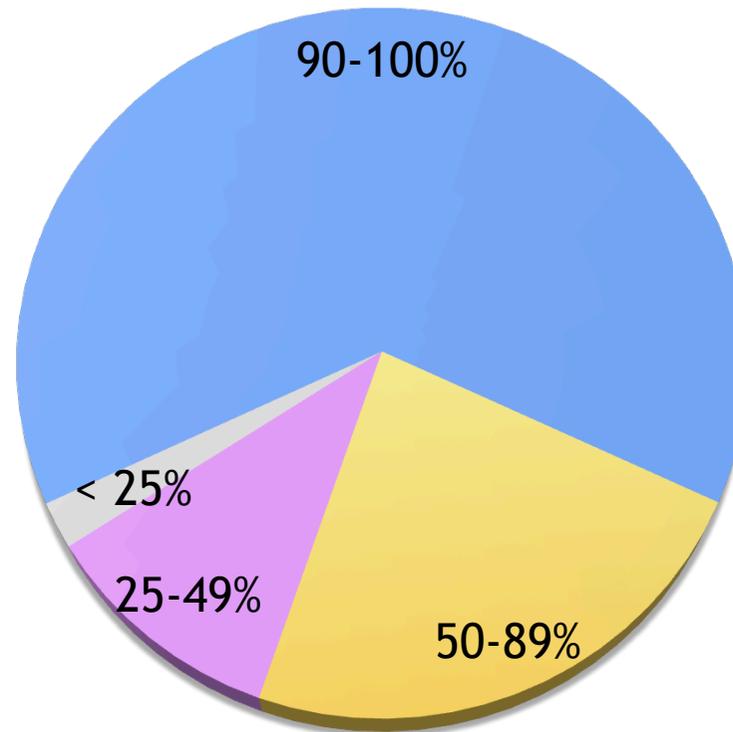
- Asked in London communiqué (2007)
- What did major action lines contribute to
 - Establishment of EHEA → Mobility
 - Promote the European system of higher education world-wide

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)



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

Mobility and Recognition



Independent Assessment of the Bologna Process

Independent assessment

- Asked in London communiqué (2007)
- What did major action lines contribute to
 - Establishment of EHEA → Mobility
 - Promote the European system of higher education world-wide

International recognition policies

- Without recognition of credits and qualifications, the EHEA would remain a patchwork
- Mixed performance in recognition

International recognition policies

- Lisbon Recognition Convention
 - Ratification almost complete (44 countries)
 - National legislation compliant in 39 countries
 - Practices not harmonised

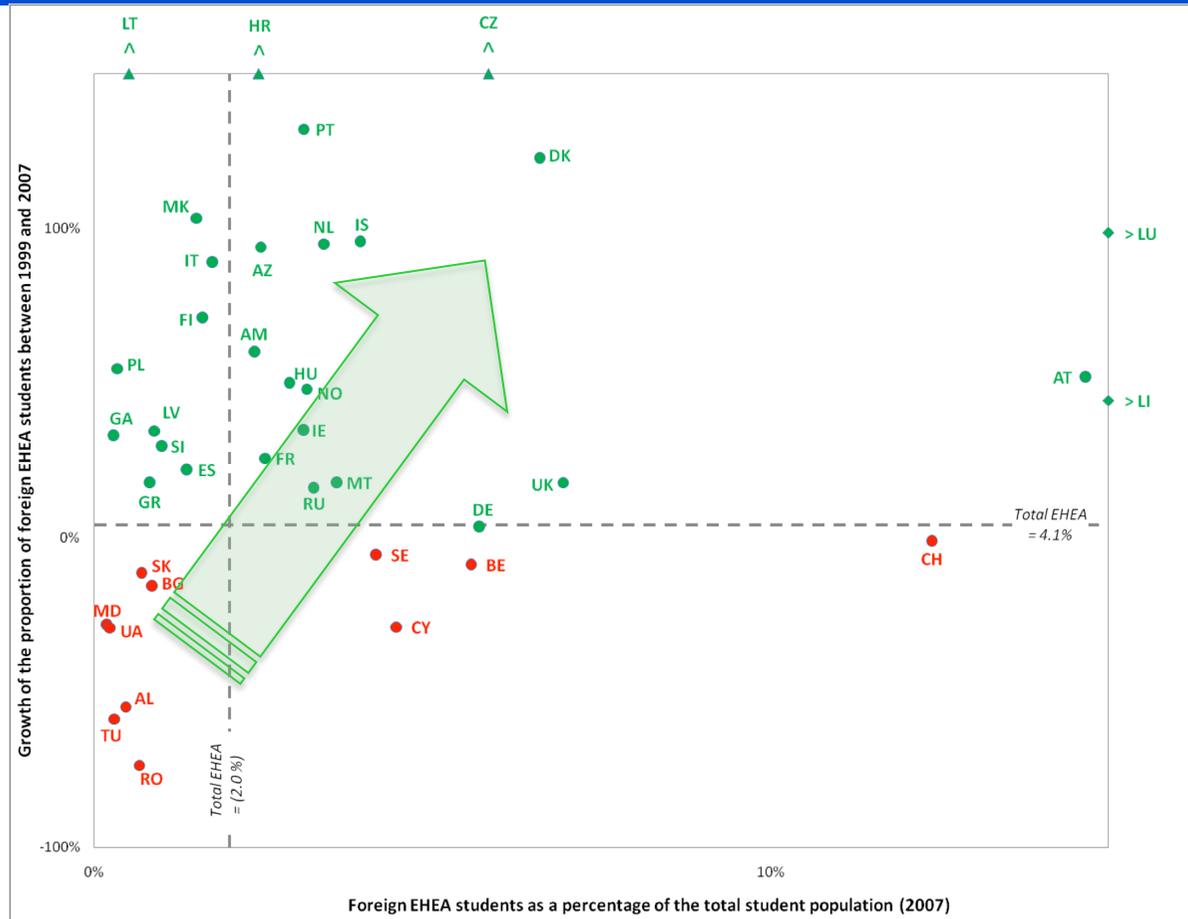
International recognition policies

- Diploma Supplement
 - In majority of higher education institutions in 30 countries
- ECTS formally adopted
 - yet recognition obstacle to short term mobility

Mobility within the EHEA

- Shift from short-term, credit mobility to degree mobility
 - Credit mobility: little growth?
 - Data unavailable beyond Erasmus, EuroStudent
 - Degree mobility: students became 4% more mobile
 - 2.0% of EHEA students pursue a degree in another EHEA country (in 2007)
- Previous trends were strengthened
 - East-to-west imbalance, **which needs attention**

Mobility within the EHEA



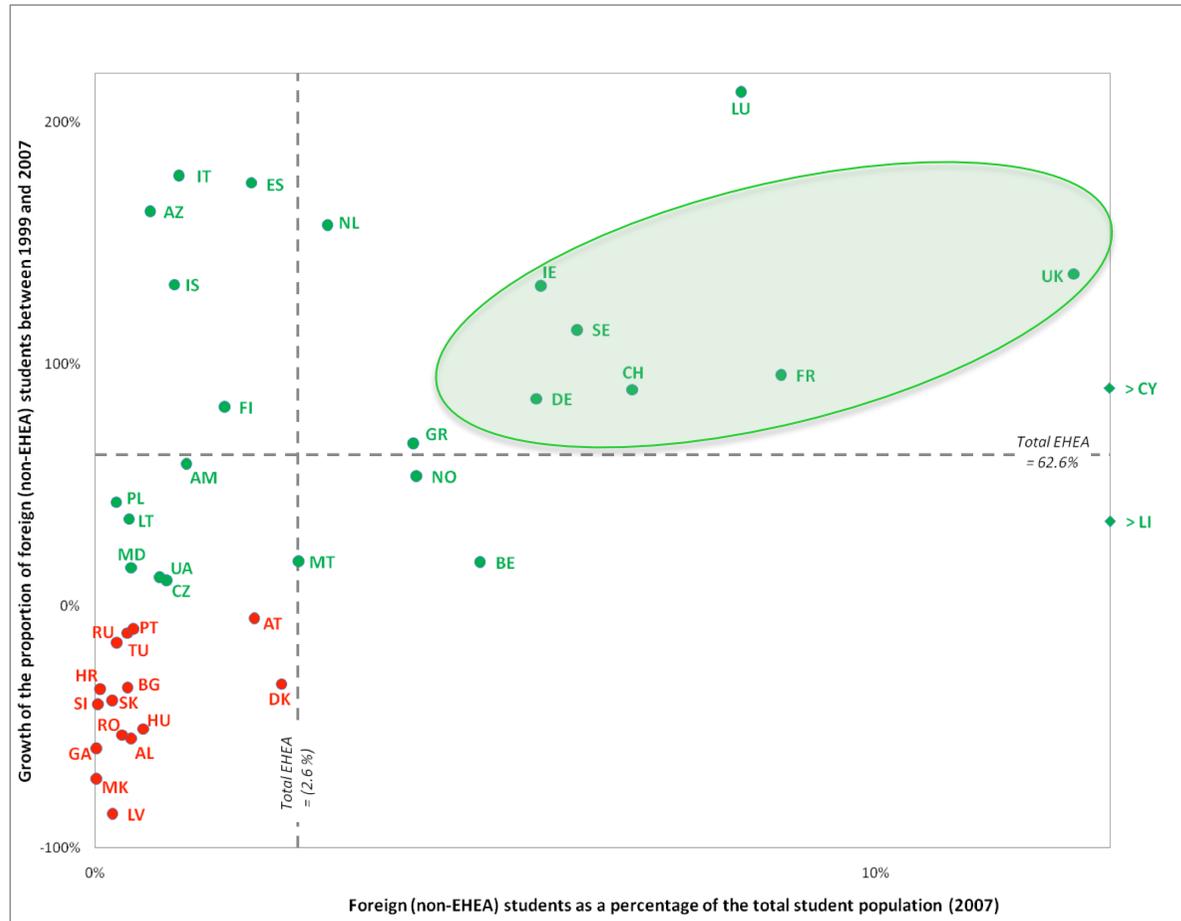
Mobility within the EHEA

- Portability of grants available in 38 countries
 - Needs further attention

Mobility towards the EHEA

- The EHEA countries attract 30% of the world's foreign learners (2007)
 - Up from 25% in 1999
 - EHEAs countries' attractiveness increased
 - Growth is spread across 25 countries

Mobility towards the EHEA



Social Dimension



Independent Assessment of the Bologna Process

Independent assessment

- Asked in London communiqué (2007)
- What did major action lines contribute to
 - Establishment of EHEA → Mobility
 - Promote the European system of higher education world-wide

Social dimension

- Aims:
 - Widen participation at all levels
 - Student body reflects population diversity
 - Flexible pathways into and within higher education
 - Including flexible curricula
 - Recognition of prior learning
 - Support and appropriate conditions for all learners
 - Measurable targets

Social dimension

- Since targeted social dimension actions started only recently in the Bologna Process, we cannot draw conclusions on the contribution of actions within the Bologna Process
- Situation ca. 2007...2009 on next slides
 - To the extent that data were available

Social dimension

- Female learners are represented well in 1st cycle in almost all countries, but:
 - Less in 2nd and 3rd cycle
 - Less in science and technology
- Learners from disadvantaged backgrounds (parents' education and jobs) are underrepresented in most countries

Social dimension

- Recognition of prior learning
 - Widespread through national regulation in 14 countries
 - Widespread through institutional procedures in 2 countries
- Part-time study, distance education etc. and special guidance and counselling are each available in ca. 1/3 of countries

Social dimension

- Student funding package: advantageous for students in a small number of countries in the north-west of the EHEA
 - Does not take into account support in kind (subsidized accommodation and meals, free transport, etc.)

Social dimension

- Lesson from case studies:
Social dimension policies take a long time to develop, get embedded and become effective
- Needs attention in Bologna Process