

# *Degree and Curriculum Reform Cooperation in Quality Assurance*



## Independent Assessment of the Bologna Process

# Independent assessment

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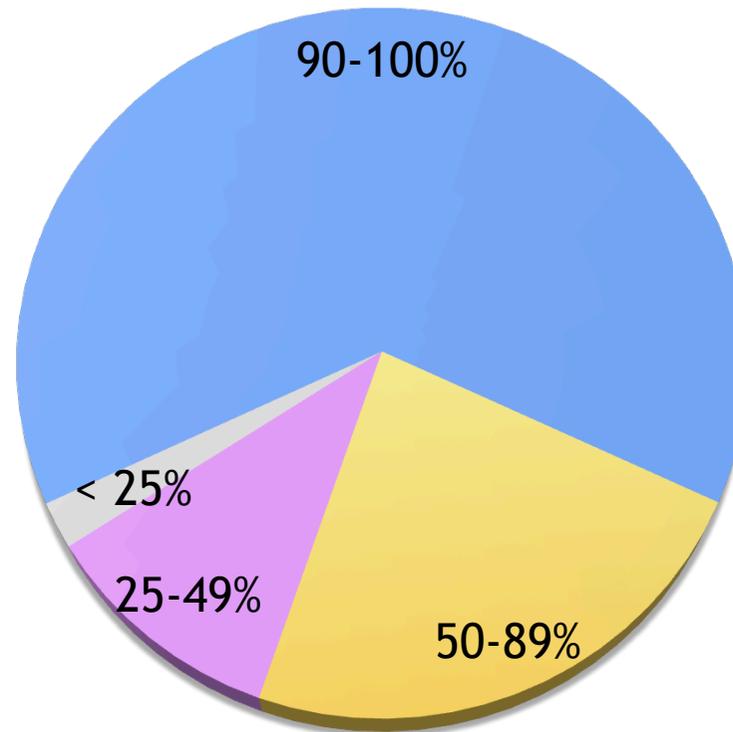
- Asked in London communiqué (2007)
- What did major action lines contribute to
  - Establishment of EHEA → Mobility
  - Promote the European system of higher education world-wide

# Degree reform

- 2- /3-cycle structures have been introduced
  - All within agreed credit ranges
    - 18-240 for 1<sup>st</sup> cycle, (60)90-120 for 2<sup>nd</sup> cycle
  - Much variety in 3<sup>rd</sup> 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