

Independent Assessment of the Bologna Process

Focus on HE in the EU 2010



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chlepis Center for Higher Education Policy Studies

INCHER-KASSEL International Centre for Higher Education Research Kassel

ECOTEC A member of the ECORYS Group

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Independent assessment

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

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Conclusion about EHEA On the whole...

- Legislation by countries is the easiest, and mostly though not completely in place
 - Early signatories have an advantage, but variations are large
- National interpretations of Bologna statements are necessary, but are different according to national HE agendas
- It takes long for students to see effects (benefits)
- HEIs and academics/teachers are not sufficiently involved, and are complying to the letter of the law rather than to the spirit of the Process








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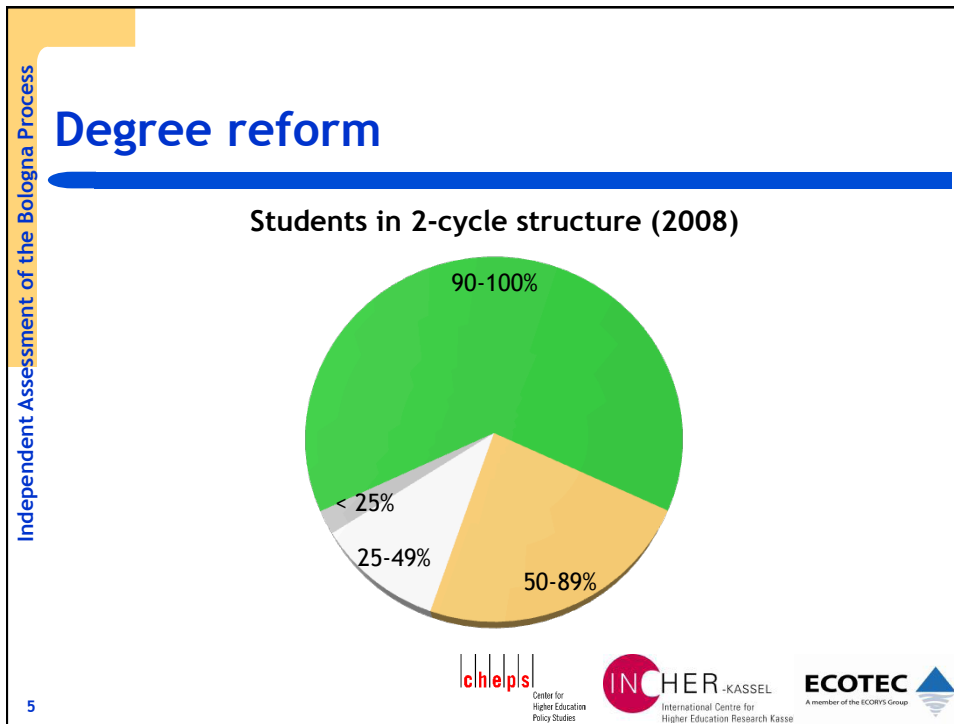
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Degree reform

- 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

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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




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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
- Points to general issue: involvement academia








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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

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Cooperation in quality assurance

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

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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

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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
- Late-comer on agenda, little action until recently

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International recognition policies

- Without recognition of credits and qualifications, the EHEA would remain a patchwork
- Lisbon Recognition Convention is ratified widely, but...
- Mixed performance in recognition: much 'bean counting' remains
 - Would having QF-EHEA/EQF + NQF help?

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Mobility within the EHEA

- Shift from short-term, credit mobility to degree mobility
 - Credit mobility: little growth?
 - Data unavailable beyond Erasmus, E
 - 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**

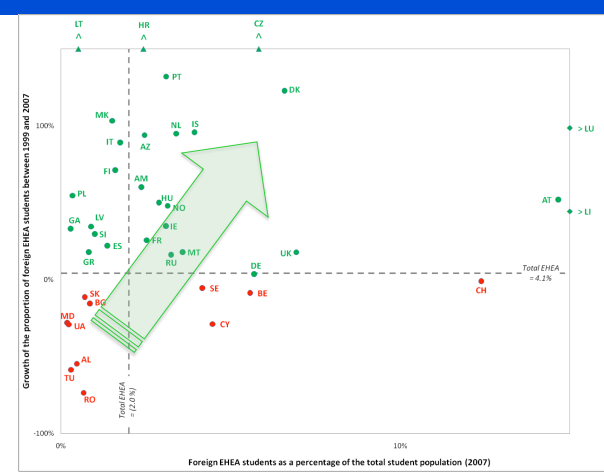
Höllinger: Against Sorbonne & Bologna Declarations.
 Wells: overloaded programmes
 Orr: 'quadrant 2' (low flexibility)








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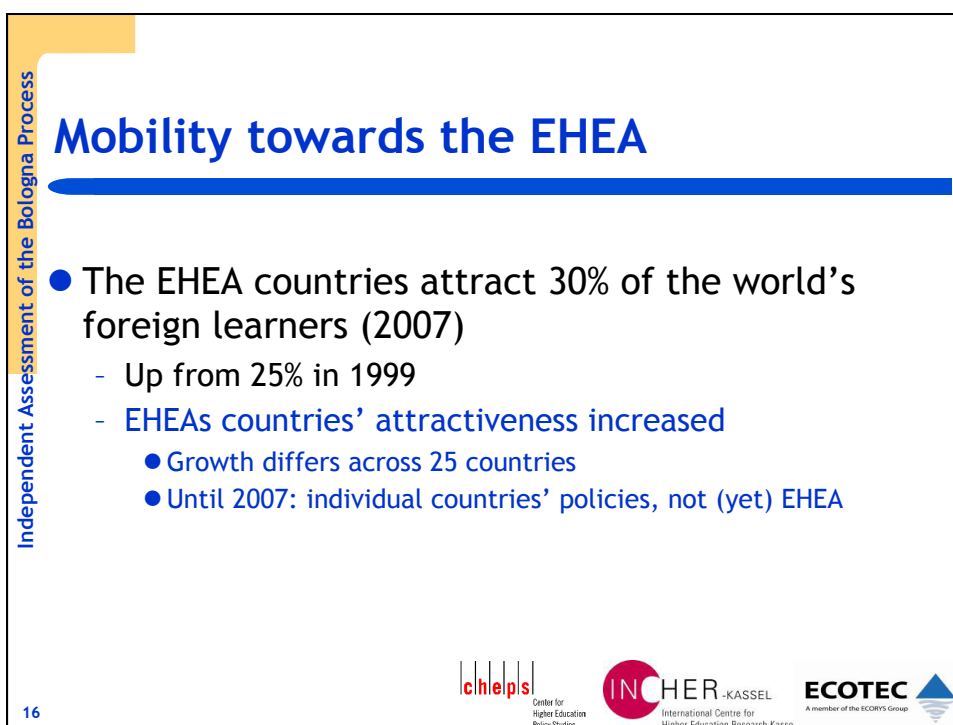
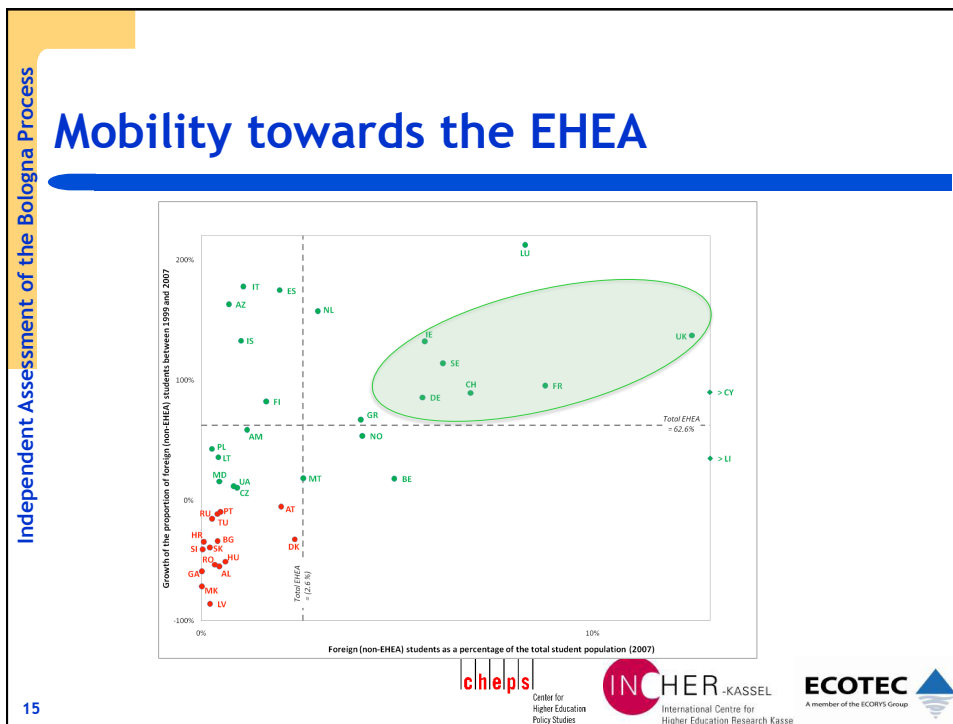
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Mobility within the EHEA



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Dominic Orr

- ‘...not whether the architecture is in place, but if it is really working...’

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