

**BFUG8 4a(i)**  
**April 2006**

## **BOLOGNA PROCESS STOCKTAKING 2007**

### **Indicators for stocktaking scorecard**

#### **Introductory remarks**

- The indicators have been developed by the Stocktaking Working Group through WG meetings and intense e-mail consultation within the working group.
- Some areas identified for stocktaking in the Bergen Communiqué are not considered suitable for the scorecard approach. Indicators have to be quantifiable and measurable. Progress on areas such as the stage of implementation of the third cycle and establishing flexible learning paths are not considered to be quantifiable at this stage. Progress on these areas will however be included in the text of the stocktaking report, based on information drawn from National Reports
- We have sought advice from the Qualifications Framework Working Group on the indicator relating to qualifications frameworks. We have also involved Eurydice and made contact with ENQA and EUA, to minimise duplication of effort.
- The indicators have been designed to reflect the progress Ministers expect to have been made by 2007. This means, for example, that the levels within the indicator on qualifications frameworks reflect the fact that countries are expected to have started work, rather than to have a fully operational qualifications framework in place. Therefore the level of “green” corresponds to principles of national qualifications frameworks nationally approved while the institutional implementation and the self-certification with the overarching framework is left for the period after 2007.
- With regard to the indicators that were already included in the previous Stocktaking, the 2007 stocktaking should reflect progress after Bergen. For this reason some indicators have been recalibrated: i.e. the level for “green” in 2005 has become “light green” for 2007.
- The indicator reflecting student and international participation (Indicator 6) has been split in two to make it easier to compute the scores, but it will appear as one score in the scorecard, with the possibility of further comments in the text of the stocktaking report.
- Where appropriate, the indicators refer to the Framework for Qualifications of the EHEA and the Standards and Guidelines for Quality Assurance in the EHEA.
- Information from National Reports, together with the Eurydice report “Focus on the Structure of Higher Education in Europe”, will form the basis of

stocktaking. There will be a direct read across between the questions in the National Report template and stocktaking indicators.

## BOLOGNA PROCESS STOCKTAKING 2007

### **List of the indicators for the *Bologna scorecard 2007***

#### **Degree system**

1. Stage of implementation of the first and second cycle
2. Access to the next cycle
3. Implementation of national qualifications framework

#### **Quality assurance**

4. National implementation of *Standards and Guidelines for QA in the EHEA*
5. Stage of development of external quality assurance system
6. Level of student and international participation

#### **Recognition of degrees and study periods**

7. Stage of implementation of diploma supplement
8. National implementation of the principles of the Lisbon Recognition Convention
9. Stage of implementation of ECTS

#### **Lifelong learning**

10. Recognition of prior learning

#### **Joint degrees**

11. Establishment and recognition of joint degrees

## SCORECARD CRITERIA FOR THE DEGREE SYSTEM

### 1. Stage of implementation of the first and second cycle

DEGREE SYSTEM	1. Stage of implementation of the first and second cycle
<b>Green (5)</b>	In 2006/07 at least 90% of students are enrolled in a two-cycle degree system* that is in accordance with the Bologna principles
<b>Light green (4)</b>	In 2006/07 60-89 % of students are enrolled in a two-cycle degree system that is in accordance with the Bologna principles
<b>Yellow (3)</b>	In 2006/07 30-59 % of students are enrolled in a two-cycle degree system that is in accordance with the Bologna principles
<b>Orange (2)</b>	In 2006/07 less than 30 % of students are enrolled in a two-cycle degree system that is in accordance with the Bologna principles  <b>OR</b>  Legislation for a degree system in accordance with the Bologna principles has been adopted and is awaiting implementation
<b>Red (1)</b>	There is no legislation in force to make the degree system compatible with the Bologna principles

\* There may be exceptions for a limited number fields leading to regulated professions

### 2. Access to the next cycle

DEGREE SYSTEM	2. Access* to the next cycle
<b>Green (5)</b>	All first cycle qualifications give access* to several second cycle programmes and all second cycle qualifications give access to at least one third cycle programme without major transitional problems
<b>Light green (4)</b>	All first cycle qualifications give access to at least one second cycle programme and all second cycle qualifications give access to at least one third cycle programme without major transitional problems
<b>Yellow (3)</b>	There are some first cycle qualifications that do not give access to the second cycle and/or some second cycle qualifications that do not give access to the third cycle
<b>Orange (2)</b>	A significant number of first and/or second cycle qualifications do not give access to the next cycle
<b>Red (1)</b>	Most first and/or second cycle qualifications do not give access to the next cycle <b>or</b> there are no arrangements for access to the next cycle

\* **access:** the right of qualified candidates to apply and to be considered for admission (definition used in the Lisbon Recognition Convention)

### 3. Implementation of national qualifications framework

<b>DEGREE SYSTEM</b>	<b>3. Implementation of national qualifications framework</b>
<b>Green (5)</b>	A national QF in line with the overarching QF for EHEA is in place*
<b>Light green (4)</b>	A proposal for a national QF in line with the overarching QF for EHEA has been discussed with all relevant stakeholders at the national level
<b>Yellow (3)</b>	A proposal for a national QF in line with the overarching QF for EHEA has been prepared
<b>Orange (2)</b>	The development process leading to definition of national framework of qualifications in line with the overarching QF for EHEA has started, and it includes all the relevant national stakeholders
<b>Red (1)</b>	Work at establishing national QF in line with the overarching QF for EHEA has not started

\*In some countries, this would mean that the QF is embedded in national legislation; in other countries it would mean that it has been agreed between all the relevant stakeholders and is ready to be implemented

## SCORECARD CRITERIA FOR QUALITY ASSURANCE

### 4. National implementation of *Standards and Guidelines for QA in the EHEA*

<b>QUALITY ASSURANCE</b>	<b>4. National implementation of <i>Standards and Guidelines for QA in the EHEA</i></b>
<b>Green (5)</b>	A national QA system in line with the <i>Standards and Guidelines for QA in the EHEA</i> is fully in operation
<b>Light green (4)</b>	The process of implementing a national QA system in line with the <i>Standards and Guidelines for QA in the EHEA</i> has started
<b>Yellow (3)</b>	There are clear plans and established deadlines for amending the national QA system in line with the <i>Standards and Guidelines for QA in the EHEA</i>
<b>Orange (2)</b>	National quality assurance system is under review in line with the <i>Standards and Guidelines for QA in the EHEA</i>
<b>Red (1)</b>	No arrangements to implement the <i>Standards and Guidelines for QA in the EHEA</i>

## 5. Stage of development of external quality assurance system

QUALITY ASSURANCE	5. Stage of development of quality assurance system
<b>Green (5)</b>	<p>A fully functioning quality assurance system is in operation at national level and applies to all HE *</p> <p>Evaluation of programmes or institutions includes four elements:</p> <ul style="list-style-type: none"> <li>- internal assessment,</li> <li>- external review,</li> <li>- publication of results</li> <li>- peer review of national QA agency(ies) according to the Standards and Guidelines for QA in the EHEA</li> </ul>
<b>Light green (4)</b>	<p>A Quality Assurance system is in operation at national level and applies to all HE [*]</p> <p>The quality assurance system covers three elements:</p> <ul style="list-style-type: none"> <li>-internal assessment</li> <li>- external review</li> <li>- publication of results</li> </ul>
<b>Yellow (3)</b>	<p>A Quality Assurance system is in operation at national level, but it does not apply to all HEIs. The quality assurance system covers at least one of the three elements:</p> <ul style="list-style-type: none"> <li>- internal assessment</li> <li>- external review</li> <li>- publication of results</li> </ul>
<b>Orange (2)</b>	<p>Legislation or regulations on quality assurance of programmes or institutions, including at least the first three elements, have been prepared but are not implemented yet</p> <p>or</p> <p>implementation of legislation or regulations has begun on a very limited scale</p>
<b>Red (1)</b>	<p>No legislation or regulations on evaluation of programmes or institutions with at least the first three elements</p> <p>or</p> <p>legislation in the process of preparation</p>

\* Higher education: all types of courses of study, or sets of courses of study, training or training for research at the post secondary level which are recognized by the relevant authorities of a Party as belonging to its higher education system.(definition from the Lisbon Recognition Convention)

## 6. Level of student and international participation<sup>1</sup>

QUALITY ASSURANCE	6a. Level of student participation
<b>Green (5)</b>	Students participate at four levels: - In the governance of national bodies for QA - in external review of HEIs: either in expert teams or at decision making stage, - in consultation during external reviews - in internal evaluations
<b>Light green (4)</b>	Students participate at <b>three</b> of the four above levels
<b>Yellow (3)</b>	Students participate at <b>two</b> of the four above levels
<b>Orange (2)</b>	Students participate at <b>one</b> of the four above levels
<b>Red (1)</b>	There is no student involvement or No clarity about structures and arrangements for student participation

## 6b. Level of international participation

QUALITY ASSURANCE	6b. Level of international participation
<b>Green (5)</b>	International participation takes place at four levels: - in the governance of national bodies for QA - in the external evaluation of national QA agencies, - Within teams for external review of HEIs, - Membership of ENQA or other international networks
<b>Light green (4)</b>	International participation takes place at <b>three</b> of the four above levels
<b>Yellow (3)</b>	International participation takes place at <b>two</b> of the four above levels
<b>Orange (2)</b>	International participation takes place at <b>one</b> of the four above levels
<b>Red (1)</b>	There is no international involvement or No clarity about structures and arrangements for international participation

<sup>1</sup> The indicator reflecting student and international participation (Indicator 6) has been split in two to make it easier to compute the scores, but that it will appear as one score in the scorecard, with the possibility of further comments in the textual part of the report

## SCORECARD CRITERIA FOR RECOGNITION OF DEGREES AND STUDY PERIODS

### 7. Stage of implementation of diploma supplement

RECOGNITION OF DEGREES AND STUDY PERIODS	7. Stage of implementation of diploma supplement
<b>Green (5)</b>	<p><b>Every student</b> graduating in 2007 will receive a Diploma Supplement in the EU/CoE/UNESCO Diploma Supplement format and in a widely spoken European language</p> <ul style="list-style-type: none"> <li>- automatically,</li> <li>- free of charge,</li> </ul>
<b>Light green (4)</b>	<p><b>Every student</b> graduating in 2007 will receive the Diploma Supplement in the EU/CoE/UNESCO Diploma Supplement format and in a widely spoken European language</p> <ul style="list-style-type: none"> <li>- on request</li> <li>- free of charge,</li> </ul>
<b>Yellow (3)</b>	<p>A DS in the EU/CoE/UNESCO Diploma Supplement format and in a widely spoken European language will be issued to <b>some students</b> or in <b>some programmes</b> in 2007</p> <ul style="list-style-type: none"> <li>- on request</li> <li>- free of charge,</li> </ul>
<b>Orange (2)</b>	<p>A DS in the EU/CoE/UNESCO Diploma Supplement format and in a widely spoken European language will be issued to <b>some students</b> or in <b>some programmes</b> in 2007</p> <ul style="list-style-type: none"> <li>- on request</li> <li>- not free of charge</li> </ul>
<b>Red (1)</b>	<p>Systematic issuing of DS in the EU/CoE/UNESCO Diploma Supplement format and in a widely spoken European language has not started.</p>



## 8. National implementation of the principles of the Lisbon Recognition Convention

RECOGNITION OF DEGREES AND STUDY PERIODS	8. National Implementation of the principles of the Lisbon Recognition Convention
<b>Green (5)</b>	<p>The convention has been ratified and national legislation complies with the legal framework of the Lisbon Convention and the later supplementing documents*, ensuring fulfilment of the five main principles:</p> <ul style="list-style-type: none"> <li>- applicants' right to fair assessment,</li> <li>- recognition if no substantial differences can be proven,</li> <li>- in cases of negative decisions the competent recognition authority must demonstrate the existence of (a) substantial difference(s)</li> <li>- country's duty to provide information on own programmes and institutions</li> <li>- country's duty to establish an ENIC</li> </ul>
<b>Light green (4)</b>	<p>The convention has been ratified and National legislation fully complies with the five abovementioned principles of the Lisbon Convention but some amendments are needed to introduce the principles of the later Supplementing Documents*</p>
<b>Yellow(3)</b>	<p>The convention has been ratified and National legislation is in compliance with 3 or 4 out of 5 abovementioned principles of the Lisbon Recognition Convention</p>
<b>Orange (2)</b>	<p>The convention has been ratified and National legislation is in compliance with 1 or 2 abovementioned principles of the Lisbon Recognition Convention</p>
<b>Red (1)</b>	<p>The convention has been ratified but national legislation has NOT been reviewed with regard to recognition or Convention has not been ratified</p>

\* Recommendation on the Criteria and Procedures for Recognition (2001), Recommendation on the Recognition of Joint Degrees (2004), Code of Good Practice in the Provision of Transnational Education (2001)

## 9. Stage of implementation of ECTS

RECOGNITION OF DEGREES AND STUDY PERIODS	9. Stage of implementation of ECTS
<b>Green (5)</b>	In 2007 ECTS credits are allocated in all first and second cycle programmes, enabling credit transfer and accumulation.
<b>Light green (4)</b>	In 2007 credits are allocated in at least 75 per cent of the first and second cycle Higher Education programmes, using ECTS or a fully compatible credit system enabling credit transfer and accumulation*
<b>Yellow(3)</b>	In 2007 credits are allocated in 50-74 per cent of Higher Education programmes, using ECTS or a fully compatible national credit system enabling credit transfer and accumulation
<b>Orange (2)</b>	In 2007: ECTS credits are allocated in less than 50 per cent of Higher Education programmes or A national credit system is used which is not fully compatible with ECTS or ECTS is used in all programmes but only for credit transfer
<b>Red (1)</b>	<b>No credit system</b> is in place yet

\*A “translation” between the national system and ECTS should be provided.

## SCORECARD CRITERIA FOR LIFELONG LEARNING<sup>2</sup>

### 10. Recognition of prior learning

LIFELONG LEARNING	10. Recognition of prior learning
<b>Green (5)</b>	There are procedures/national guidelines or policy for assessment of prior learning as a basis for 1) access to higher education programmes, and 2) allocation of credits towards a qualification or exemption from some programme requirements
<b>Light green (4)</b>	There are procedures/national guidelines or policy for assessment of prior learning but they are used for only one of the abovementioned purposes
<b>Yellow (3)</b>	Procedures/national guidelines or policy establishing the right to assessment of prior learning have been agreed or adopted and are awaiting implementation or There are no specific procedures/national guidelines or policy for assessment of prior learning, but procedures for recognition of prior learning are demonstrably in operation at some higher education institutions or study programmes
<b>Orange (2)</b>	Implementation of recognition of prior learning is in a pilot phase at some higher education institutions or Work at drawing up procedures/national guidelines or policy for recognition of prior learning has been started
<b>Red (1)</b>	No procedures for recognition of prior learning are in place <b>either</b> at the national <b>or</b> at the institutional/programme level.

<sup>2</sup> The establishing of the flexible learning paths will be reflected in the text of the Stocktaking report based on National Reports

## SCORECARD CRITERIA FOR JOINT DEGREES

### 11. Establishment and recognition of joint degrees

Joint degrees	11. Establishment and recognition of joint degrees
<b>Green (5)</b>	Legislation allows and encourages establishing joint programmes, awarding degrees jointly** with HEIs of other countries at all levels and for national recognition of such degrees.
<b>Light green (4)</b>	Legislation does not explicitly mention all or some of the aspects of JDs but there are no legal or other obstacles to establishment of joint programmes and awarding and recognition of JDs or at least double or multiple degrees  or Legislation for establishing joint programmes, awarding and recognition of JDs is prepared and nationally agreed but not yet implemented
<b>Yellow (3)</b>	Legislation makes no obstacles to establishment of joint programmes with HEIs of other countries, but a degree is awarded in only one country after completion of the joint programme.
<b>Orange (2)</b>	There are obstacles to establishing joint programmes, awarding or recognizing joint degrees, but legislation is being drafted.
<b>Red (1)</b>	There are no possibilities to establish joint programmes, award and recognize joint degrees under the current legislation and there are no plans to amend legislation

\* - awarding degrees jointly here will be understood as a “real” joint degree, i.e. a degree awarded by several institutions together with one joint degree certificate issued and where this certificate is valid without being supplemented with any single national degrees