

towards the european higher education area

bologna process

BFUG (SI) 13_4b

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BOLOGNA PROCESS

TEMPLATE FOR NATIONAL REPORTS: 2007-2009

Completed National Reports and National Action Plans for the Social Dimension should be sent to the Bologna Secretariat by email no later than 1 November 2008.

***Bologna Secretariat
April 2008***

Notes:

BFUG members are encouraged to consult other stakeholders about the contents of their National Report.

Please complete your National Report in English using this template and return it to the Secretariat by email. Where appropriate, please include precise web references to legislation or other documentation. Please add comments as appropriate under each question to describe the current situation.

National Reports will be posted on the Bologna website in their original form.

Information from National Reports will form the basis of the Stocktaking Report to be presented to Ministers when they meet in April 2009.

Details

Country	
Date	
BFUG member (one name only) Position	
Email address	
Contributors to the report	

1. Main developments since London 2007

Please describe the important developments relating to the Bologna Process, including legislative reforms and changes in institutional structures, since the London meeting in 2007.

2. Partnership

Please describe the structure which oversees the implementation of the Bologna Process in your country.

- Does your country have a national working group for Bologna follow-up¹

Yes No

Does your national Bologna follow-up group include representatives of

Ministry Yes No

Rectors' conference Yes No

Academic staff Yes No

Students Yes No

Staff trade unions Yes No

Employers Yes No

Other (please specify)

- Does your country have a Bologna promoters' group²

Yes No

Does your national Bologna promoters' group include representatives of

¹ A group that develops policy proposals for implementing the Bologna Process

² A group that supports/advises HEIs on implementation of the Bologna Process

- Ministry Yes No
-
- Rectors' conference Yes No
-
- Academic staff Yes No
-
- Students Yes No
-
- Staff trade unions Yes No
-
- Employers Yes No
-
- Other (please specify)
-

Please add any additional comments if necessary:

DEGREE SYSTEM

3. Stage of implementation of the first and second cycle

Please describe the progress made towards introducing the first and second cycles.

Please give the percentage of the total number of students below doctoral level enrolled in the two cycle degree system in 2008/09.

Total number of students below doctoral level	Number enrolled in the two cycle degree system in 2008/09	% of total

Please add comments which accurately describe the current situation regarding implementation of the two cycle system in your country:

4. Stage of implementation of the third cycle

Please describe the progress made towards implementing doctoral studies as the third Bologna cycle.

Please include:

- the percentage of 3rd cycle students following structured doctoral programmes including both taught courses and independent research
- the normal length of full-time doctoral studies
- other elements³ apart from independent research that are included in doctoral study programmes
- the supervisory and assessment procedures for doctoral studies
- information on whether doctoral studies are included in your country's qualifications framework and linked to learning outcomes
- information on whether interdisciplinary training and the development of transferable skills are integrated in doctoral studies
- information on whether credit points are used in measuring workload in doctoral studies.

5. Relationship between higher education and research

Please describe the main trends in the role of higher education institutions in research in your country.

Please outline any measures to improve co-operation between higher education institutions and other private and public institutions that undertake research.

Please include:

- percentage of GDP spent on research
- total annual national research expenditure (expressed in national currency)
- percentage of research carried out in higher education institutions (in terms of funding)

- Is there any tracking system to follow the further career of doctoral graduates?

³ E.g. taught courses in the chosen discipline, other taught courses, teaching activities (if these are required as part of doctoral studies), etc.

Yes No In some cases

Have you aligned recruitment procedures and career structures in the public service to take account of the Bologna changes?

Yes No In some cases

If no, or in some cases only, please explain the current situation:

8. Implementation of national qualifications framework

Please answer the questions below. Please add comments which accurately describe the current situation in your country.

a) Has the national qualifications framework been prepared⁵?

Yes No

Comment

b) Does the framework or proposed framework include generic descriptors for each cycle based on learning outcomes and competences?

Yes No

Comment

c) Does it include ECTS credit ranges for the first and second cycle?

Yes No

Comment

d) Has the NQF been nationally discussed with all stakeholders?

Yes No

Comment

If the answer to d) is „No”, please answer question e):

e) has a timetable been agreed for consultations with all stakeholders?

Yes No

Comment

If the answer to d) is „Yes”, please answer the following questions:

f) Are all formal arrangements for implementing the framework in place?

Yes No

Comment

⁵ A national framework of qualifications compatible with the overarching framework of qualifications of the EHEA

g) How far has the implementation of the national qualifications framework progressed (***please tick one***)

- The framework is fully implemented. All qualifications have been added to the NQF through a QA procedure (e.g. accreditation)
- There is significant progress on implementing the framework.
- The work of describing all qualifications in terms of learning outcomes and competencies has been completed
- There is a timetable for implementation and the work has started
- Work on implementing the framework has not yet started but a timetable for implementation has been agreed
- Work on implementing the framework has not yet started and there is no timetable for implementation

Comment

h) What is the stage of progress on the self-certification of compatibility with the EHEA framework ?

Completed Started, but not yet completed Not yet started

Comment

i) Has the self-certification report been published?

Yes No

Comment

Please add any additional comments if necessary:

Comment

NATIONAL IMPLEMENTATION OF THE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EHEA (ESG)⁶

9. Reviewing the QA system against the ESG⁷ and national support for implementation

- Has your national QA system been reviewed against the ESG?

Yes No Not yet, but such a review is planned (please specify time)_____

- If a review has been undertaken or is planned, please give further details of the review process.

- If a review process has been undertaken, did it result in any of the following:

a) Stakeholder consultation on changes required to the national QA system? Yes No

b) The introduction of specific financial or other incentives aimed at improving the internal quality assurance processes in institutions?

Yes No

If Yes, please give details of these incentives:

c) Other measures

Yes No

If Yes, please outline these measures

- If incentives and/or other measures have been introduced with the aim of improving the internal quality assurance processes in institutions, has any evidence of the impact of these changes been gathered?

Yes No

If Yes, please give details of how evidence of the impact of the changes was gathered, and of the main outcomes that it demonstrates

⁶ <http://www.enqa.net/files/BergenReport210205.pdf>

⁷ ESG - Standards and Guidelines for Quality Assurance in the European Higher Education Area

9a. Internal quality assurance in higher education institutions

Describe the internal quality assurance system that is in place in higher education institutions.

Please comment in particular on the following aspects, giving references to relevant websites:

- How many HEIs have published a strategy for the continuous enhancement of quality?

All HEIs Most HEIs Some HEIs No HEIs

- How many HEIs have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

All HEIs Most HEIs Some HEIs No HEIs

Please describe what kind of arrangements are in place

- How many HEIs have described their programmes in terms of learning outcomes?

All HEIs Most HEIs Some HEIs No HEIs

- Are student assessments at HEIs designed to measure the achievement of the intended learning outcomes based on published criteria, applied in a consistent way?

All HEIs Most HEIs Some HEIs No HEIs

Please describe how the above is achieved.

- How many HEIs publish up to date, impartial and objective information about the programmes and awards offered?

All HEIs Most HEIs Some HEIs No HEIs

Additional information if necessary

10. Stage of development of external quality assurance system

Describe the external quality assurance system operating in your country.

Please include:

- the stage of implementation of your external quality assurance system

- does your external quality assurance system operate at a national level;

Yes No If **No**, please specify :

- does your external quality assurance system cover all higher education⁸

Yes No

If No, please specify which types of institutions or programmes are not covered by your external quality assurance system:

- which of the following elements are included in your external quality assurance system:

- | | | |
|--------------------------|------------------------------|-----------------------------|
| - self-assessment report | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| - external review | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| - publication of results | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| - follow-up procedures | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

- has a peer review of the national agency(ies) according to the Standards and Guidelines for QA in the EHEA already taken place

Yes No

If **No** is there a date set for the review? Yes (please specify date _____)

No

11. Level of student participation

From the following, please indicate all aspects of quality assurance in which students are involved:

⁸ 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 recognised by the relevant authorities as belonging to a country's higher education system.

- a) in governance of national agencies for QA .
 Yes No In some cases
- b) as full members in external review teams
 Yes No In some cases
- c) as observers in external review teams
 Yes No In some cases
- d) as part of the decision making process for external reviews
 Yes No In some cases
- e) in the consultation process during external reviews (eg arrangements for external reviewers to consult with students)
 Yes No In some cases
- f) in internal quality assurance (e.g. periodic review of programmes)
 Yes No In some cases
- g) in preparation of self-assessment reports.
 Yes No In some cases
- h) in follow-up procedures:
 Yes No In some cases

Please add any additional comments if necessary:

12. Level of international participation

In which of the following is there international participation in quality assurance

- a) the governance of national agencies for quality assurance
 Yes No In some cases
- b) the external evaluation of national quality assurance agencies
 Yes No In some cases
- c) teams for external review of institutions or programmes, either as members or observers
 Yes No In some cases
- d) membership of ENQA
 Yes No
- e) membership of any other international network
 . Yes No if **Yes** please specify _____

Please add any additional comments if necessary:



RECOGNITION OF DEGREES AND STUDY PERIODS

13. Stage of implementation of Diploma Supplement

Describe the stage of implementation of the Diploma Supplement in your country. Please include the percentage of all students graduating in 2009 who will receive a Diploma Supplement (if less than 100%, please explain)

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- Is the Diploma Supplement issued to students graduating from:
 - a) 1st cycle programmes Yes No
 - b) 2nd cycle programmes Yes No
 - c) 3rd cycle programmes Yes No
 - d) remaining "old type" programmes Yes No Not applicable
 - e) short higher education programmes Yes No Not applicable

- which of the following apply to Diploma Supplements issued in your country:
 - a) issued in a widely spoken European language Yes No
please specify the language _____
 - b) issued free of charge for a fee
 - c) issued automatically on request
 - d) correspond to the EU/CoE/UNESCO Diploma Supplement format
a national Diploma Supplement is used that is different from the
EU/CoE/UNESCO Diploma Supplement format

13a. Use of Diploma Supplement for recognition of qualifications

Please describe the way in which the Diploma Supplement is used for the recognition of foreign qualifications (or studies). Please comment in particular on the following aspects, giving references to any relevant websites and documents:

- The Diploma Supplement is used as the reference document when admitting holders of foreign qualifications to the second and third cycles.

Yes No

Comment

- Holders of foreign qualifications who present a Diploma Supplement in a widely spoken language do not have to provide official translations of their qualification.

Yes No

Comment

- Holders of foreign qualifications who present a Diploma Supplement in a widely spoken language do not need to prove through other documents the validity of the qualification in the awarding country (for further studies or employment in the non-regulated part of the labour market).

Yes No

Comment

- Specific action has been taken at a National and Institutional level to enhance the use of the Diploma Supplement as a communication tool towards the labour market

Yes No

Comment

14. National implementation of the principles of the Lisbon Recognition Convention

Describe the stage of implementation of the main principles and later supplementary documents⁹ of the Lisbon Recognition Convention.

- Does appropriate legislation comply with the Lisbon Convention?
Yes No **If Yes, please demonstrate how it is achieved**

- Does appropriate legislation comply with the later Supplementary Documents:
 - a) Recommendation on the Criteria and Procedures for Recognition
Yes No **If Yes, please demonstrate how it is achieved**

- b) Recommendation on the Recognition of Joint Degrees
Yes No **If Yes, please demonstrate how it is achieved**

- c) Code of Good Practice in the Provision of Transnational Education
Yes No **If Yes, please demonstrate how it is**

⁹ 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)

achieved

- which of the following principles are applied in practice

- applicants' right to fair assessment

Yes No **If Yes, please describe how it is ensured at national and institutional level.**

- recognition if no substantial differences can be proven

Yes No **If Yes, please describe how it is ensured at national and institutional level.**

- demonstration of substantial differences, where recognition is not granted

Yes No **If Yes, please describe how it is done in practice**

- provision of information about your country's HE programmes and institutions

Yes No **If Yes, please describe how it is done in practice**

- do you have a fully operational ENIC

Yes No **If Yes, please describe the role of your ENIC in recognition and information provision a) nationally and b) internationally**

- As additional information, please describe any actions to implement fully the Convention and the later Supplementary Documents.

Stage of implementation of ECTS

15. Describe the credit and accumulation system operating in your country.

Please include:

- the percentage of all higher education programmes¹⁰ in which all programme components are linked with ECTS credits

100% 75-99% 50-75% <50%

- are ECTS credits linked with learning outcomes¹¹? Please tick one
 No In some programmes In the majority of programmes
 In all programmes

- if you use credit system other than ECTS:
 a) is it compatible with ECTS? Yes No
 b) what is the ratio between national and ECTS credits?

- are you taking any action to improve understanding of learning outcomes?
 Yes No **If Yes, please explain:**

- are you taking any actions to improve measurement and checking of student workload?
 Yes No **If Yes, please explain:**

LIFELONG LEARNING

16. Recognition of prior learning

Describe the measures in place to recognise prior learning (RPL), including non-formal and informal learning (for example learning gained in the workplace or in the community).

- Do you have procedures in place to assess RPL as a basis for access to HE programmes?

Yes No **If Yes, please specify:**

¹⁰ Except doctoral studies

¹¹ Clarification: Learning outcomes in the form of knowledge, skills and competences are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired

- Do you have RPL procedures in place to allocate credits towards a qualification?

Yes No **If Yes, please specify:**

- Do you have RPL procedures in place to allocate credits for exemption from some programme requirements? Yes No **If Yes, please specify:**

- To what extent are any such procedures applied in practice?

Comprehensively Some A little None

Please describe the current situation:

17. Flexible learning paths

Describe legislative and other measures taken by your country to create opportunities for flexible learning paths in higher education, to encourage participation by under-represented groups.

- Are there specific measures in place to promote flexible learning paths within the national qualifications framework?

Yes No Please add appropriate comments to describe the current situation

- Is there flexibility in entry requirements aimed at widening participation?

Yes No Please add appropriate comments to describe the current situation

- Are there any flexible delivery methods to meet the needs of diverse groups of learners

Yes No Please add appropriate comments to describe the current situation

- Are there modular structures of programmes to facilitate greater participation?

Yes No Please add appropriate comments to describe the current situation

- please provide any statistics on the results of measures taken, if possible

JOINT DEGREES

18. Establishment and recognition of joint degrees¹²

Describe the legislative position on joint degrees in your country.

- are joint degrees specifically mentioned in legislation?

Yes No

- does the legislation fully allow:

a) establishing joint programmes Yes No

If No please explain what are the obstacles

b) awarding joint degrees Yes No

If No please explain what are the obstacles

- please give an estimate of the percentage of institutions in your country which are involved in

a) joint degrees

75-100% 50-75% 25-50% 1-25% 0%

b) joint programmes

75-100% 50-75% 25-50% 1-25% 0%

- What is the level of joint degree/ programme cooperation in your country

In the first cycle? None Little Widespread

In the second cycle? None Little Widespread

¹² A *joint degree* is a single degree certificate awarded by two or more institutions, where the single degree certificate is valid without being supplemented by any additional national degree certificate.

In the third cycle? None Little Widespread

- In which subject areas/disciplines is joint degree/programme co-operation most widespread (please list if possible)?

- Estimate the number of joint programmes in your country

- Describe any actions being taken to encourage or allow joint programmes.

- Are there any specific support systems for students to encourage joint degree cooperation?

MOBILITY

19. Statistics on mobility

Please provide :

- the total numbers of outgoing students in 2006-2007
first cycle students _____
second cycle students _____
third cycle students _____
- the total numbers of incoming students in 2006-2007
first cycle students _____
second cycle students _____
third cycle students _____
- the total numbers of outgoing students in 2007-2008
first cycle students _____
second cycle students _____
third cycle students _____
- the total numbers of incoming students in 2007-2008
first cycle students _____
second cycle students _____
third cycle students _____

20. Portability of loans and grants

- Are portable grants available in your country?

Yes No **If No**, describe any measures being taken to increase the portability of grants:

- Are portable loans available in your country?

Yes No **If No**, describe any measures being taken to increase the portability of loans.

21. Removing obstacles to student and staff mobility

What measures have been taken by your country both at governmental and institutional level to enhance student/staff mobility and overcome main obstacles?

- Have arrangements for visas, residence and work permits been amended to enhance mobility?

Yes No **Please add** appropriate comments to describe the current situation:

- Is there financial support for national and foreign mobile students and staff?

Yes No **Please add** appropriate comments to describe the current situation:

- Are study periods taken abroad recognized?

Yes No **Please add** appropriate comments to describe the current situation:

- Is there accommodation for mobile students and staff?

Yes No **Please add** appropriate comments to describe the current situation:

- Have any measures been taken to increase outward student mobility?
Yes No **Please add** appropriate comments to describe the current situation:

THE ATTRACTIVENESS OF THE EHEA AND COOPERATION WITH OTHER PARTS OF THE WORLD

22. Implementation of strategy

Describe any measures being taken by your country to implement the strategy "European Higher Education in a Global Setting"

What has your country done to:

- improve information on the EHEA outside Europe?

- promote European higher education, enhance its world-wide attractiveness and competitiveness?

- strengthen cooperation based on partnership in higher education?

- intensify policy dialogue with partners from other world regions?

- improve recognition of qualifications with other world regions?

- implement the OECD/UNESCO Guidelines for Quality Provision in Cross-border Higher Education?

- Are the OECD/UNESCO Guidelines for Quality Provision in Cross-border Higher Education applied to

a) cross-border provision of your education programmes?

Yes No **If Yes please explain in what ways the guidelines are applied**

b) incoming higher education provision?

Yes No **If Yes please explain in what ways the guidelines are applied**

FUTURE CHALLENGES

23. Main challenges for Higher education

Give an indication of the main challenges ahead for higher education and the Bologna Process in your country in the short and long term.

**Template for
National Action Plans
on the Social Dimension of the Bologna process**

NB

Template for National Action Plans on the Social Dimension of the Bologna process is being prepared by the Social dimension advisory group and will be circulated by Bologna Secretariat as a separate document

Completed National Reports and National action plans for the Social Dimension should be sent to the Bologna Secretariat by email no later than 1 November 2008.

***Bologna Secretariat
April 2008***