



Focus on the Structure of Higher Education in Europe 2004/05

National Trends in the Bologna Process

EURYDICE

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PREFACE



The aim of the Bologna process is to create greater consistency and compatibility within European higher education and enhance its international transparency and attractiveness. Building on the intellectual, cultural, social and technological strengths of Europe, the Bologna Process is entirely consistent with and contributes to the achievement of the Lisbon strategy. This strategy was recently refocused on

creating jobs and growth, where higher education clearly has a central role to play. Universities should therefore also consider what should be their contribution to this broader strategy. In order to stimulate this reflection, the Commission adopted on 20 April a Communication addressing the strategic issues of attractiveness, governance and funding of higher education.

Central to the Bologna reforms are the three intermediate priorities emphasised by the Ministers responsible for higher education at the Berlin Conference on 18-19 September 2003, namely the introduction of study programmes based on three main cycles, more effective recognition of degrees and periods of study, and the promotion of effective quality assurance systems. Implementation of these policy objectives is crucial. From this standpoint, the present Eurydice report represents an essential contribution to the mid-term stocktaking of the Bologna process, which the Ministers also called for in Berlin.

While this report makes clear the considerable progress already made in achieving more compatible and readily comparable higher education systems, it also highlights the need for further development of the Bologna process so that universities can contribute fully to 'the Europe of knowledge'. The three-cycle structure is now being introduced in most signatory countries, while implementation of the European Credit Transfer

and Accumulation System (ECTS) and Diploma Supplement has begun in a majority. The development of quality assurance measures is also well under way. Yet it remains vital to extend these measures to all higher education institutions and programmes on a regular systematic basis and to reinforce them with additional measures such as effective quality assurance systems recognised outside national borders.

At the request of the European Commission, the present report is not limited to Eurydice network member countries but covers all 40 signatory countries to the Bologna Declaration. This is symbolic of our determination that the whole of Europe should be involved in the Bologna process and I am therefore especially pleased that so many countries have adopted its principles.

I am grateful to the European Unit and National Units of Eurydice for having worked together so well to produce this fully authoritative 2005 edition of *Focus on the Structure of Higher Education in Europe*. As in previous editions, the publication also contains clear diagrams and explanatory notes to represent the structure of higher education systems at the present stage of the Bologna reforms.

I hope that this Eurydice booklet will make a contribution to our efforts to achieve a fully integrated and coherent European Area of Higher Education by 2010, working for the benefit of Europe, its students and citizens.

A handwritten signature in black ink, reading 'Ján Figel'.

Ján Figel'

Commissioner responsible for
Education, Training, Culture and Multilingualism

FOREWORD

The European Commission has requested from the Eurydice Network a review of current changes in the structure of higher education in Europe. The main trends in the Bologna process have determined the subjects that should lie at the heart of the analysis, namely the three-cycle structure, the European credit system (ECTS), the Diploma Supplement and quality evaluation. A fresh survey following the one prepared by Eurydice for the Berlin conference of ministers responsible for higher education on 18-19 September 2003 has thus been produced for circulation at the Bergen conference (Norway) on 19-20 May 2005.

The Eurydice assignment has been conducted in close consultation with the *Bologna Follow-up Group* which was asked by the ministers responsible for higher education for a thorough evaluation report on implementation of the Bologna process for their Bergen meeting. Information gathered by the Eurydice National Units has thus provided input for two complementary exercises, namely the *Bologna Follow-up Group* evaluation report, for which it was one of the main sources, and the present *Focus* publication prepared by the Eurydice Network itself, which describes how the relevant measures are progressing and the current structure of higher education. Each stage, from the preparation of the questionnaire for gathering information from national sources to completion of the comparative overview, has been carried out in consultation with the *Bologna Follow-up Group* and, more particularly, its own Working Group responsible for the evaluation report. The aim of this was to avoid any duplication of effort and ensure that the data contained in the two reports were all the more complementary and consistent. Yet the purpose of each is different, namely the evaluation of implementation and recommendations in the case of the *Bologna Follow-up Group* report, and descriptive analysis of the wide variety of

national circumstances and their common features in the case of the *Focus* published by Eurydice.

Although 31 countries are represented within Eurydice, the European Commission was concerned that the survey prepared by the Network should cover the 40 countries now signatory to the Bologna Declaration. An information gathering questionnaire was sent to all national representatives, including those in the nine additional countries. The information was gathered in all countries between July and December 2004. In the case of the 31 Network countries, Eurydice followed its customary procedures for checking and official approval of data. With assistance from the *Bologna Follow-up Group* secretariat, material from national sources in the nine additional countries and the way it was interpreted was also checked. However, information on education systems in countries considered here by Eurydice for the first time and with little prior knowledge of them should be treated with some caution.

The central institutional location of the Eurydice Network in its member countries, in most cases actually within their education ministries, means that the Network mainly makes use of official information of an administrative nature (legislation, regulations, recommendations, etc.). Consequently, the resultant analytical work provides data on the intentions of policy-makers and not necessarily on the practical circumstances governing their realisation or on their effect. This needs to be especially emphasised in the case of the present report dealing both with processes whose implementation is invariably well under way and with a level of education characterised by considerable autonomy of its institutions, on which factual information is in practice difficult to centralise.

We hope that this descriptive analysis will provide greater insight into the structural changes that are currently occurring within higher education in Europe. We should like to express our warm gratitude to the Eurydice National Units, as well as to the representatives of the nine additional countries with whom we have worked closely, for providing essential information and making every effort to comply with a tight timetable. We also wish to thank the members of the working group formed from the *Bologna Follow-up Group*, as well as its secretariat, for the transparency and quality of the discussions that have typified this, our first experience of cooperating together.

Patricia Wastiau-Schlüter

Head of the Eurydice European Unit

CONTENTS

Preface	3	BG – Bulgaria	58
Foreword	5	CH – Switzerland	62
Contents	7	CS – Serbia and Montenegro	67
Introduction	9	CY – Cyprus	74
From the Sorbonne Declaration to the Bergen conference – a dynamic process	11	CZ – Czech Republic	77
Comparative overview	13	DE – Germany	81
Guide to reading the diagrams	34	DK – Denmark	86
Diagrams and national descriptions		EE – Estonia	90
AD – Andorra	36	EL – Greece	94
AL – Albania	38	ES – Spain	98
AT – Austria	42	FI – Finland	103
BA – Bosnia and Herzegovina	46	FR – France	108
BE de – Belgium – German-speaking Community	49	HR – Croatia	112
BE fr – Belgium – French Community	52	HU – Hungary	117
BE nl – Belgium – Flemish Community	55	IE – Ireland	121
		IS – Iceland	126
		IT – Italy	130
		LI – Liechtenstein	135
		LT – Lithuania	138
		LU – Luxembourg	142
		LV – Latvia	144

MK – Former Yugoslav Republic of Macedonia	148	Glossary	209
MT – Malta	155	Country codes	209
NL – Netherlands	158	Classification used	210
NO – Norway	162	Terminology and other definitions	210
PL – Poland	166	National abbreviations with terms in their language of origin	212
PT – Portugal	170	International abbreviations	214
RO – Romania	173	Annexe. National statistics	215
RU – Russia	178	Acknowledgements	229
SE – Sweden	183		
SI – Slovenia	187		
SK – Slovakia	191		
TR – Turkey	195		
UK-ENG/WLS/NIR United Kingdom – England, Wales and Northern Ireland	198		
UK-SCT – United Kingdom – Scotland	203		
VA – Holy See	206		

INTRODUCTION

In this publication, the **structure of higher education in Europe** is illustrated in a succession of **detailed diagrams**. For each country in turn, they represent the courses and qualifications most commonly offered by universities or other higher education institutions. The names of institutions and intermediate and final qualifications are indicated in their language of origin. The main fields of study, the national, regional or institutional selection procedures adopted at the point of entry and the length of courses are also shown. Furthermore, by using the ISCED 1997 ⁽¹⁾ system of classification (ISCED levels 5A, 5B and 6), the diagrams illustrate clearly whether or not there is a structure based on two main cycles as encouraged in the Bologna Process.

Each country diagram is accompanied by a **brief account** of the **current situation** regarding the reforms or arrangements **associated with the Bologna Process** that have been introduced since 1999. Such measures are primarily concerned with the existence or otherwise of the model based on two main cycles, development of the third cycle (in terms of length, access and training in research methodology), adoption or general implementation of the European Credit Transfer and Accumulation System (ECTS), the introduction of the Diploma Supplement and the development of measures for quality evaluation.

In appropriate cases, there is also reference to other especially significant reforms introduced independently of measures linked to the Bologna Process or as a means of reinforcing it. They include changes in selection procedures or in the status of higher education institutions.

Where no reform has yet been implemented, the date of the most recent reform or the focus of any ongoing national debate is indicated.

Country diagrams along with their explanatory texts are arranged in the alphabetical order of the EU protocol country codes. This has been done to ensure uniformity of presentation in all language versions of the publication.

The first part of the publication contains a brief review of the **main trends** apparent from a study of these diagrams and their summaries. This **comparative overview** is preceded by a short account of the **background to the Bologna Process**. A **glossary** of codes and national abbreviations, as well as definitions of frequently used terms, are also included. Finally, an annex containing national statistics provides some insight into the level at which the various measures have been implemented.

⁽¹⁾ See the definition in the glossary at the end of the publication.

FROM THE SORBONNE DECLARATION TO THE BERGEN CONFERENCE – A DYNAMIC PROCESS

The Bologna Process may be regarded both as the product and continuation of a series of European conferences and a certain number of policy decisions aimed at establishing a European Higher Education Area by 2010.

The five main stages mapping out the Bologna Process so far are those of **Paris-La Sorbonne** (25 May 1998), **Bologna** (19 June 1999), **Prague** (19 May 2001), **Berlin** (18-19 September 2003) and **Bergen** (19-20 May) ⁽¹⁾.

The premises of the Bologna Process are to be found in the Declaration of Paris-la Sorbonne on *Harmonisation of the Architecture of the European Higher Education System* signed in May 1998 by the education ministers of four States: France, Germany, Italy and the United Kingdom.

The 3 principles underlying Paris-La Sorbonne:

- Facilitating the mobility of students in the European area and their integration into the European labour market, as well as the mobility of teachers;
- Improving the international transparency of courses and the recognition of qualifications by means of gradual convergence towards a common framework of qualifications and cycles of study;
- Encouraging a return to studies or their continuation in the same or another institution, in a school or within arrangements for European mobility.

A year later (in June 1999), the Bologna Declaration on the *European Higher Education Area*, which was largely inspired by the Sorbonne Declaration, was signed. Besides aspects of its content, one of its novel features lay in a broadening of the debate, which then had 29 States signatories (the 15 EU Member States, 3 EFTA countries – Iceland, Norway and Switzerland – and 11 candidate countries) and included institutions such as the European Commission, the Council of Europe and associations of universities, rectors or European students.

The six principles of the Bologna Declaration:

- Facilitating the readability and comparability of qualifications;
- Implementing a system based essentially on two main cycles;
- Establishing a system of credits, such as ECTS;
- Developing arrangements to support the mobility of students, teachers and researchers;
- Promoting European cooperation in quality assurance;
- Promoting the European dimension in higher education (in terms of curricular development and inter-institutional cooperation).

In May 2001, a conference was held in Prague, which included the same categories of participant, with 33 States signatories (the newcomers were Croatia, Cyprus, Liechtenstein and Turkey). The purpose of this conference was to assess the progress already accomplished (particularly on the basis of national reports) and identify the main principles that should drive the Bologna Process in the years ahead.

⁽¹⁾ See references at the end of the publication.

While the Prague conference confirmed the need to pursue the aims set out in the Bologna Declaration, it nevertheless attached importance to three points in particular.

Three specific points emphasised by the Prague Conference:

- Lifelong learning;
- The involvement of higher education institutions and students as active partners;
- The need to enhance the attractiveness of the European Higher Education Area.

In September 2003, the Berlin Conference was an all-important stage in following up the Bologna process. With the inclusion of seven new States signatories (Albania, Andorra, Bosnia and Herzegovina, the Former Yugoslav Republic of Macedonia, the Holy See, Montenegro, Russia and Serbia), 40 countries are now involved in it. Furthermore, the process gained in momentum by setting itself the intermediate priorities specified in the Communiqué signed on 19 September 2003.

The 3 intermediate priorities established by the Berlin Conference (which should be achieved by 2005):

- Having started the implementation of the two-cycle system;
- Automatic provision of the Diploma Supplement for all graduates free of charge in a widely spoken European language;
- Establishment of a national quality assurance system.

With a view to the Bergen Conference (19-20 May 2005), the ministers present in Berlin asked the Bologna Follow-up Group to prepare detailed reports on the progress and implementation of the priority aims contained in the Communiqué.

As this latest stage gets under way, 5 States (Armenia, Azerbaijan, Georgia, Moldova and Ukraine) may become the next States signatories in the process.

To make the European Higher Education Area and European Research Area more tangible, the Berlin Communiqué also included the establishment of the doctoral cycle in the Bologna reforms.

COMPARATIVE OVERVIEW

SECTION A: ESTABLISHMENT OF THE TWO-CYCLE STRUCTURE

Higher education in two cycles: a system adopted almost everywhere in Europe

The ministers of higher education in the signatory countries to the Bologna Declaration agreed on the need to establish a form of higher education structured into two cycles (*Bachelor/Master*) to consolidate the European Higher Education Area by 2010. During the Conference held in Berlin on 18-19 September 2003, the importance of implementing this structure was emphasised, and ministers from countries that had not yet established it agreed that they would undertake the task in 2005.

At the beginning of the 2004/05 academic year, the two-cycle structure had been established in all Bologna Declaration signatory countries, with the exception of Andorra, the German-speaking Community of Belgium, Hungary, Portugal, Romania, Spain and Sweden (except in a few courses) (Figure A1). Three of these countries have recently approved the laws aiming to introduce it. In Romania and Spain, the structure will be introduced with effect from the 2005/06 academic year. This will occur a year later in Hungary. Sweden is presenting a government bill proposing a new two-cycle structure to parliament in May 2005. Portugal has not yet established any legislative or official foundation but plans to restructure its higher education system in 2005 in accordance with the recommendations of the Bologna Declaration. Given the very limited scale of higher education in Andorra and the German-speaking Community of Belgium, no measure for the establishment of two cycles has been introduced.

In many countries, the two-cycle structure was firmly established well before the Bologna Declaration (at least in the case of certain fields of study). In the majority of eastern European countries, the structure was introduced in the 1990s at the time of the far-reaching reforms in their education systems following the fall of communism. The other systems have introduced it since they joined the Bologna Process between 1999 and 2005.

In certain countries, this structure did not correspond exactly to the Bologna requirements. The adaptations or extensions required have been made since 2000, except in Bosnia and Herzegovina in which they are the subject of debate. In Greece, a political decision for full implementation of the structure is pending. For some countries, the task was to make this structure compulsory or extend it. Latvia in 2000, the Czech Republic in 2001, Germany in 2002, the Former Yugoslav Republic of Macedonia and Norway in 2003, and Finland in 2004 have specified in law (which in Finland will take effect from August 2005) that their institutions are obliged to introduce the *Bachelor/Master* structure. In 2003/04, Denmark extended the *Bachelor/Master* structure to studies in medicine and related fields, engineering, surveying, music and theology. Austria has extended application of the two-cycle structure to the *Fachhochschulen* with effect from 2003/04. In Slovenia, the length of programmes and the levels of qualifications were adapted to the Bologna recommendations by law in 2004, and the changes will come into force from the 2005/06 academic year. In France, the name of *mastaire* (initially given to the second qualification introduced in 1999) was changed to *Master* in 2002, so that developments could be immediately understood at international level.

Some countries reflecting highly differing contexts (Bulgaria, the Czech Republic, Germany, Iceland, Lithuania, Norway, Poland, Russia and Slovakia) still provide for long studies alongside those structured in two cycles. In the Czech Republic, this applies to programmes for which accreditation has not yet expired. In Germany, Lithuania and Poland, these long programmes will be permanently replaced by the two-cycle structure by 2010 at the latest. In Iceland, there remain very few long programmes. In Norway, the former system will be totally abolished in 2007. In Slovakia, they will be gradually abolished with effect from 2005/06.

The Flemish and French Communities of Belgium have reformed their higher education systems and provided for the new structure in their legislation in 2003 and 2004, respectively. The new structure has been established for the first year of study in all institutions and fields from the 2004/05 academic year. It will be gradually introduced up to 2006/07 and, as a result, two systems will co-exist for some years. The situation is fairly similar in Luxembourg in which the law approved in 2003 has been implemented since 2004/05.

According to the law of 2004 in Croatia on adapting the existing two-cycle structure to the Bologna recommendations, all higher education institutions are obliged to do this in 2005/06. In Albania and Serbia, certain programmes with a two-cycle structure were offered by a few higher education institutions in 2004. The introduction of legislation and extension of the structure to other programmes and institutions are planned with effect from 2005/06.

The two-cycle structure has now been adopted in almost all fields of study

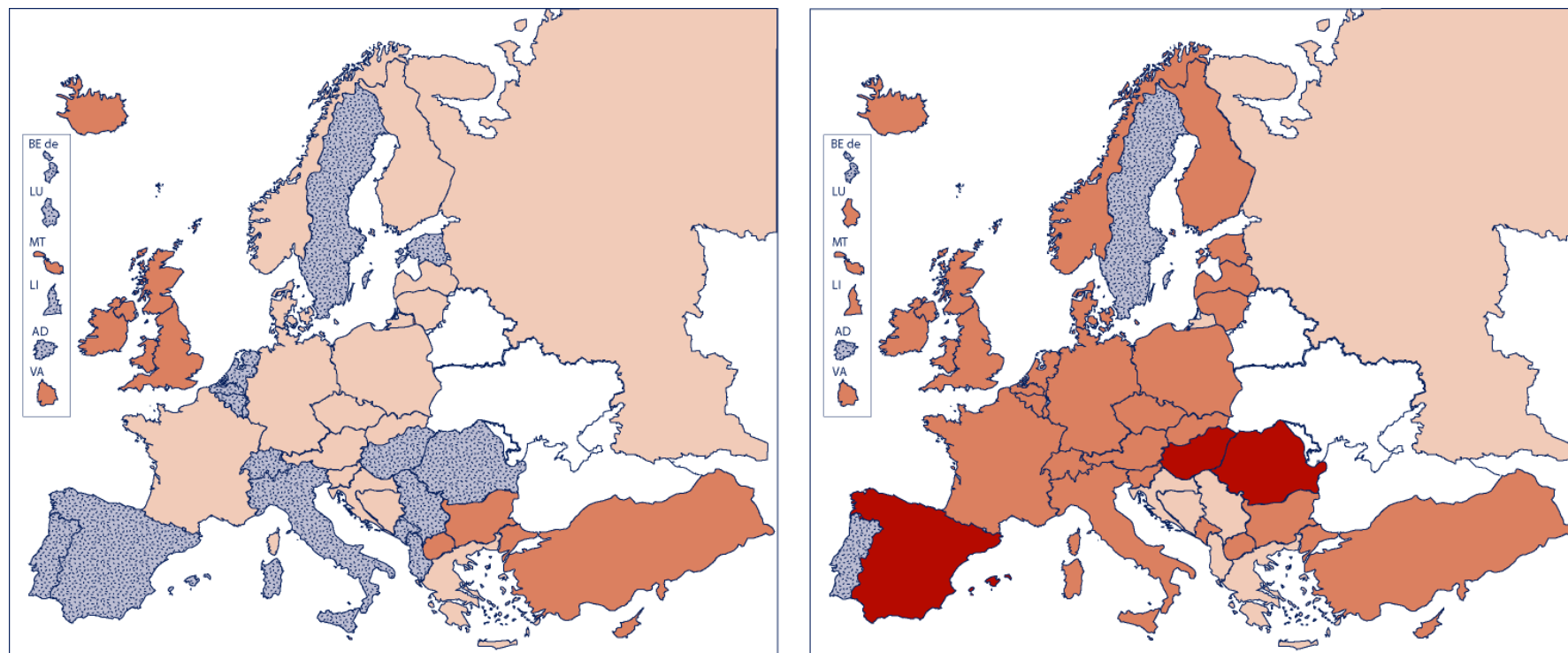
In most countries in which provision is structured in two main cycles, this structure applies solely to ISCED 5A. The two qualifications (*Bachelor/Master*) at ISCED 5A are offered by university or non-university institutions. This structure is applicable to almost all fields of study. Nevertheless, studies in architecture and engineering are exceptions in Estonia and Italy. This situation also exists in France in which studies in engineering in the schools of architecture are offered solely in one long cycle. In Russia, certain fields such as nursing and service sector subjects are not affected by the two-cycle structure. In Slovakia, studies in theology are also an exception.

Studies in medicine and related fields often remain structured in a single cycle lasting 5 or 6 years which leads directly to a Master's level qualification. They are rarely structured in two cycles each leading to a final qualification, as in the case of the Flemish and French Communities of Belgium, Denmark and the Netherlands. However, in these countries, the first *Bachelor* qualification obtained after three years, even if it is a final qualification, does not give access to the professions of doctor, dentist, etc., or other specialised training. Students must complete the second cycle (*Master*). By contrast, in the Former Yugoslav Republic of Macedonia, Greece, Iceland, Ireland, Malta and the United Kingdom, the first cycle (*Bachelor* level) is long (5-6 years) and leads to the qualification that enables its holders to practise the profession concerned. Some further 'practical' training may be required. Completion of the second cycle is optional.

Figure A1: Existence of the two-cycle structure, 2004/05

Situation before 2000

Situation in 2004/05



Existence of the two-cycle structure corresponding to Bologna

Existence of the two-cycle structure with subsequent necessary adaptations/extensions

Law approved in 2004 or 2005, but has not yet come into force

No two-cycle structure

Source: Eurydice.

Additional notes

Hungary: 40 preselected programmes started as first-cycle *Bachelor* programmes in 2004/05. Full implementation of the two-cycle structure will occur in 2006/07.

Italy: The law introducing two-cycle structure was adopted in 1999 and implemented in 2001.

Programmes at ISCED 5B rarely give direct access to programmes for the ISCED 5A Master

In the majority of countries, higher education provision is characterised by a division between, on the one hand, academic or professional theoretically based programmes (ISCED 5A) giving direct access to doctoral programmes (ISCED 6) and, on the other, practically-oriented professional programmes (ISCED 5B) which do not give access to doctoral programmes. These professional qualifications ISCED 5B do provide direct access to the labour market. The students concerned are generally able to continue their studies at the same level (ISCED 5B) or embark on ISCED 5A first-cycle programmes (*Bachelor*).

In around 15 Bologna Declaration signatory countries, short ISCED 5B programmes (lasting one or two years) are offered in parallel with ISCED 5B programmes (lasting 3 years or longer). Five countries (Hungary, Iceland, Spain, Turkey and the United Kingdom) offer solely short ISCED 5B programmes.

Generally, the division between ISCED 5A and 5B programmes may be identified by the type of institution that organises the provision (university or non-university) and the level of qualification awarded on the completion of studies. However, this 'binary' form of organisation is becoming blurred by the tendency for university and non-university institutions to become increasingly similar. Thus in six countries (Finland, Greece, the Holy See, Malta, Norway and Russia), all recognised higher education courses are at ISCED 5A, even where they are also provided in types of institution other than universities. In the Netherlands, a few short programmes at ISCED 5B offered by the *Hogescholen* are in the process of being transformed into parts of *Bachelor* programmes (ISCED 5A).

In five countries of the European Union, namely Belgium (the Flemish and French Communities), Estonia, France except in the case of paramedical training, Italy and Portugal, programmes at ISCED 5B lasting at least 3 years give access to programmes at *Master* level ISCED 5A often subject to certain conditions. In Estonia and Portugal, students are then able to embark on a doctorate. However, in the Flemish and French Communities of Belgium, this access is not direct and is conditional upon the completion of a bridging course that generally has to be taken during the first year of the *Master* at ISCED 5A.

In five countries (the Former Yugoslav Republic of Macedonia, Italy, Montenegro and Slovenia), a first programme at ISCED 5B lasting 3 to 4 years gives access to a second ISCED 5B programme. In France, short (two-year) ISCED 5B programmes offered by the IUT give access to second ISCED 5B programmes lasting one year (*licence professionnelle*).

In five countries, ISCED 5B programmes give direct access to specialisation programmes at ISCED 5A or 5B (Albania, Belgium, Bosnia and Herzegovina, Liechtenstein and Switzerland).

In the other countries in which occupationally oriented ISCED 5B programmes lasting one or two years are offered, their graduates – apart from being able to access the labour market – generally have opportunities for credit transfer or for facilitating their transition to ISCED 5A. They do not have to begin the entire *Bachelor* programme again. For example, graduates with an ISCED 5B qualification are often able to embark directly on the second or third year of the *Bachelor* (ISCED 5A) in Cyprus, Denmark in the case of a majority of the 2-year Academic Profession programmes (AK), Iceland, Latvia, Slovenia, Spain, Sweden and the United Kingdom. In Hungary, ISCED 5B qualifications provide for exemption (up to 60 credits) from part of any ISCED 5A programme.

Figure A2: Introduction of the two-cycle structure in ISCED 5B programmes and access to ISCED 5A programmes, 2004/05

AD	AL	AT	BA	BE de	BE fr	BE nl	BG	CH	CS- mon	CS- ser	CY	CZ	DE	DK	EE	EL	ES	FI	FR	HR	HU
○	▲	□	▲	▲	●	●	□	▲	●	○	○	□	□	○	●	⊗	○	⊗	●	○	○
IE	IS	IT	LI	LT	LU	LV	MK	MT	NL	NO	PL	PT	RO	RU	SE	SI	SK	TR	UK	VA	
□	○	●	▲	○	○	○	●	⊗	○	⊗	□	●	□	⊗	○	●	○	○	○	○	⊗

- ISCED 5B with possible access to an ISCED 5A *Master* programme (irrespective of any further conditions)
- ISCED 5B with possible access to a second ISCED 5B programme
- ▲ ISCED 5B with possible access to specialisation programmes (ISCED 5A or 5B)
- ISCED 5B giving access mainly to the labour market (with the possibility of exemption from part of the Bachelor ISCED 5A)
- ISCED 5B giving access mainly to the labour market
- ⊗ No ISCED 5B programmes

Additional notes

Albania: Specialisation is possible solely in nursing.

Bosnia and Herzegovina: Specialisation is possible solely in medical fields and nursing.

Germany: According to a Resolution of the Standing Conference of 15 October 2004 accredited 5B programmes at *Berufsakademien* will offer possible access to an ISCED 5A Master programme (irrespective of any further conditions).

SECTION B: THE THIRD CYCLE – DOCTORATES

In September 2003, the ministers responsible for higher education in European signatory countries of the Bologna Declaration firmly agreed to promote close links between the European Higher Education Area and the European Research Area. They drew attention to the need to go beyond the present focus on two main cycles to add the doctoral level as the third cycle of higher education.

In all Bologna Declaration signatory countries (except Andorra, the German-speaking Community of Belgium), the structure based on two main *Bachelor/Master* cycles has been introduced or will be in the years ahead (see section A). Most of these countries consider the doctorate to be a third cycle in higher education. Some of them have confirmed this in recent legislation introduced since they formally committed themselves to the Bologna Process.

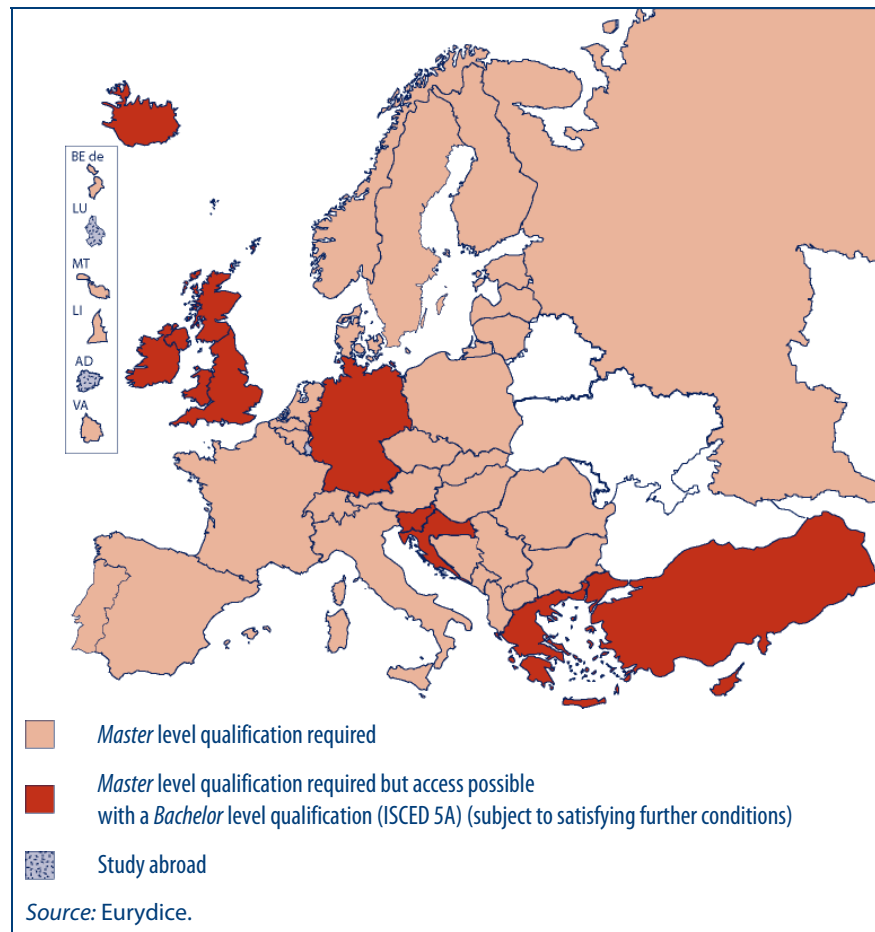
Access to the doctorate

In all countries, access to doctoral studies is generally based on possession of the qualification awarded at the end of the second cycle at ISCED 5A (*Master*) (Figure B1). Nevertheless, in some of them, other selection criteria determined generally at institutional level are also taken into account. Moreover, in France and Spain, it is compulsory for students with the *Master* level qualification to have completed a qualifying programme of high level theoretical courses (doctoral training) before embarking on individual research (Figure B2).

In nine European countries (Croatia, Cyprus, Germany, Greece, Iceland, Ireland, Slovenia, Turkey and the United Kingdom), students may embark on the doctorate after obtaining a first ISCED 5A qualification. In general, this possibility is subject to certain further conditions. In Cyprus, students

who have completed the first cycle may embark on the doctorate subject to undertaking special research training beforehand equivalent to 60 ECTS credits. In Germany, the possibility open to some especially talented students of undertaking doctoral studies directly after the *Bachelor* qualification is dependent on satisfactory performance in a subject-specific test as detailed in the *Kultusministerkonferenz* resolution of 2000. In Greece, the first qualification (*ptychio*) may be sufficient to secure access to doctoral studies in faculties that do not offer second-cycle studies. In Ireland, the decision to entitle a student to embark on a doctorate directly after the *Bachelor* qualification depends on each higher education institution (good results may be taken into account). In Slovenia (up to 2005/06), the most gifted students may include two years of their second-cycle studies (*magisterij*) in the programme for the doctorate. They are thus exempt from preparing and presenting the written work normally completed at the end of the *magisterij*. In Turkey, students are eligible to begin a doctorate if they perform outstandingly well in their first cycle studies. In the United Kingdom, there are some subject areas where students can enter doctoral programmes without a *Masters degree* if they have good results in a *Bachelors degree with Honours* in a relevant discipline and the agreement of a supervisor(s) to take them on. In Croatia and Iceland, a student who has not obtained the *Master* qualification may embark on the doctorate in certain fields but, in such cases, a longer period of study is entailed.

Figure B1: Qualification required to secure access to doctoral studies, 2004/05



Additional notes

Hungary, Portugal, Romania, Spain and Sweden: In 2004/05, the two-cycle structure has not yet been introduced.

Liechtenstein: The *Master* level qualification is obtained abroad.

Luxembourg: Doctoral studies will be offered at the university from October 2005.

Slovenia: From 2005/06, access to the doctorate will be open to second-cycle graduates (*Master* level) or to graduates from a first cycle lasting at least four years, who demonstrate research skills or who are engaged in recognised professional activity corresponding to 60 ECTS credits.

Research training is included in doctoral programmes in half of all European countries

In the majority of the Bologna Declaration signatory countries, research training (theoretical courses), whether on a compulsory or optional basis, forms part of doctoral programmes and is additional to individual research (Figure B2). This training is compulsory and occurs in parallel with individual research in half of the countries, namely Austria, Bulgaria, Croatia, Cyprus, the Czech Republic, Denmark, Finland, Hungary, Iceland, Latvia, Liechtenstein, Lithuania, Montenegro, Norway, Poland, Romania, Russia, Slovakia, Sweden and Turkey. In Ireland, only certain professional doctoral programmes include theoretical research training. In the United Kingdom, certain bodies which fund third-cycle studies require one year's training in research methods before or during the first part of the doctoral studies. In Slovenia, parallel research training is compulsory for those who embark on the doctorate directly after first cycle.

In France and Spain, a qualifying programme of high level theoretical research training is also compulsory but occurs prior to individual research work. In Cyprus, prior theoretical training is compulsory for those who embark on the doctorate directly after first cycle. In Germany, it may also be required under these circumstances. In Portugal, the training is necessary beforehand if the results of previous studies do not reach a certain level.

In the French Community of Belgium since 2004/05, a year of theoretical training as a high level researcher has been offered to students on an optional basis. In the Holy See, research courses may occur before

individual research or in parallel with it. In Italy, optional theoretical courses are provided for in law. The decision whether to offer them (before or during doctoral studies) is entirely a matter for each institution. In Netherlands and Switzerland, research training undertaken at the same time as individual research may be offered on an optional basis.

In the other countries, doctorates are obtained solely on satisfactory completion of an individual research undertaking.

Figure B2: Status of individual research and research training in doctoral programmes, 2004/05

	AD	AL	AT	BA	BE de	BE fr	BE nl	BG	CH	CS-mon	CS-ser	CY	CZ	DE	DK	EE	EL	ES	FI	FR	HR	HU	
Parallel research training	⊗		●		⊗	○		●	○	●		●	●		●	●				●		●	●
Research training beforehand	⊗				⊗	○						●		●				●	●		●		
Individual research	⊗	●	●	●	⊗	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
	IE	IS	IT	LI	LT	LU	LV	MK	MT	NL	NO	PL	PT	RO	RU	SE	SI	SK	TR	UK	VA		
Parallel research training	●	●	○	●	●	⊗	●	●		○	●	●		●	●	●	●	●	●	●	○		
Research training beforehand			○			⊗							●								●	○	
Individual research	●	●	●	●	●	⊗	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	

● Compulsory ● Required under certain circumstances
 ○ Optional ⊗ Not applicable: the doctorate is not offered

Source: Eurydice.

Additional notes

Cyprus: Prior research training is compulsory for first-cycle *Bachelor* graduates.

Germany: Prior research training may be required for *Bachelor* graduates.

Liechtenstein: A single doctoral programme (in philosophy) is offered.

Luxembourg: Doctoral studies will be offered at the university from October 2005.

Slovenia: In the case of the most gifted students, the second-cycle (*magisterij*) courses

may be included in the programme leading directly to the title of doctor (ISCED 6). For students who have obtained the title of *magister*, the doctorate (ISCED 6) consists solely of a programme of individual research.

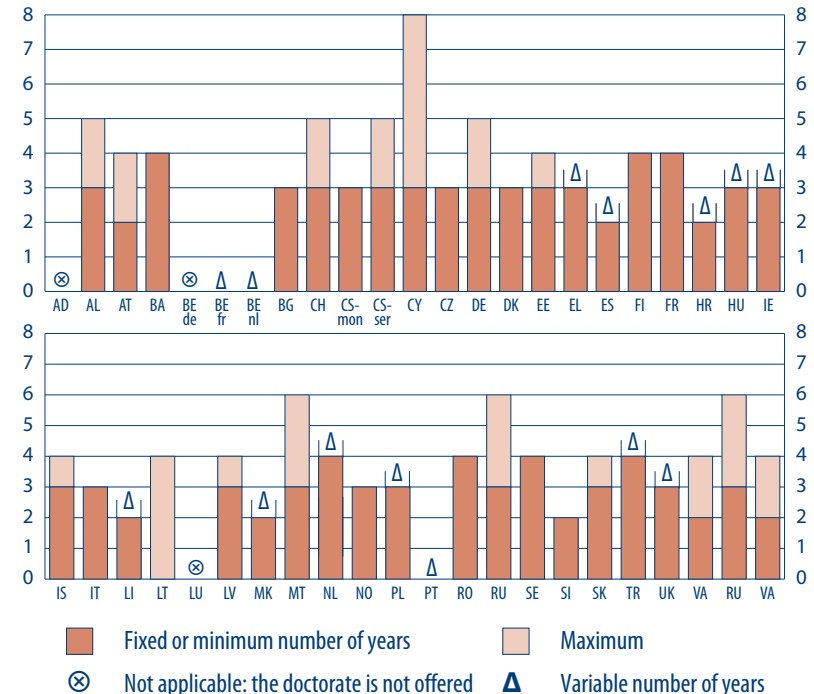
The notional length of a doctorate is often set at a minimum of three years

Six Bologna Declaration signatory countries (Bulgaria, the Czech Republic, Denmark, Italy, Montenegro and Norway) have fixed three years as the notional duration of the third (doctoral) cycle. The situation in Luxembourg and Romania will be similar with effect from 2005/06. In a few countries, it is possible to complete a doctorate in a minimum period of two years (Austria, Liechtenstein, Slovenia and Spain). Elsewhere, the minimum duration of the third (doctoral) cycle is three years or longer.

A maximum length is not always fixed but, in cases in which it is, the maximum is 8 years at most.

In the Flemish and French Communities of Belgium and Portugal, the minimum and maximum duration of the doctorate are not fixed.

Figure B3: The notional length of full-time doctoral studies, 2004/05



Source: Eurydice.

Additional notes

Croatia: For *Master* level graduates, the length of doctoral studies is a minimum period of one year if they are undertaken in the same field.

Denmark: Traditional doctoral studies (for the *doktorgrad*) are longer (generally 5-8 years).

France: The period of four years includes a year of DEA or a compulsory *Master*.

Luxembourg: The duration of the doctorate will be set at three years from 2005/06.

Slovenia: The period of individual research is set at two years for students who have first obtained the title of *magister*.

Spain: The duration is set at a minimum of two years solely for the compulsory theoretical part that precedes individual research. For the latter, there is no fixed minimum and/or maximum period.

SECTION C: THE EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS)

Originally used essentially as a credit transfer system for student mobility in the Erasmus Programme (from 1989/90 onwards), ECTS ⁽¹⁾ has become, with the Bologna Declaration, one of the central elements in the process of making the structure of European higher education more consistent. Its importance with regard to student mobility and the development of international programmes was restated in the communiqué of the conference of ministers responsible for higher education, in Berlin on 18-19 September 2003. Noting that ECTS was increasingly becoming the general basis for national credit systems, the signatory countries were encouraged to apply it not just as a transfer system but also as a credit accumulation system.

According to the current definition, ECTS is regarded as implemented when the arrangements for its introduction are included in the legislation in force, when it applies to almost all programmes offered by almost all higher education institutions, and when it satisfies the requirements of 60 credit points based on student workload, and is used for credit transfer and accumulation. Consequently, implementation of ECTS for use solely within European mobility programmes is not taken into account in the Figures C1a and C1b.

ECTS is implemented in many countries. It has generally been introduced between 2000 and 2005 and is underpinned by legislation. A few countries or regions, namely Albania, Austria, Belgium (the Flemish Community), Germany and Romania introduced it sometimes partially before 2000.

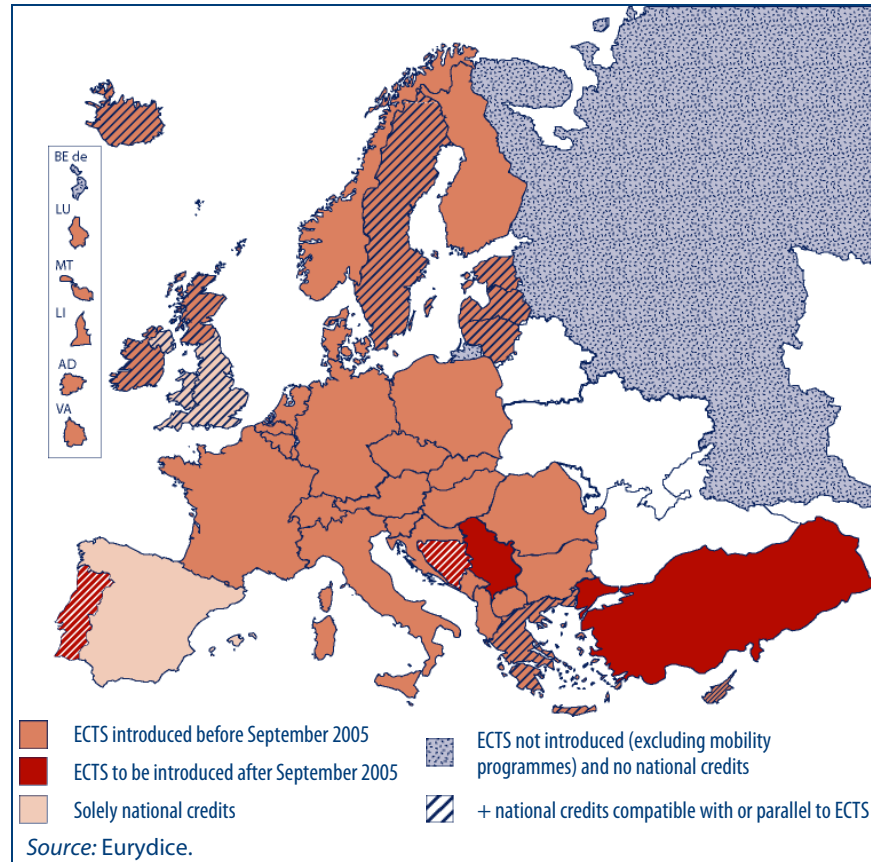
⁽¹⁾ A detailed definition is given at the end of the book.

Among the many countries or regions which had a national credit system in 2004/05, some of them have adapted it (Finland in the case of polytechnics, Italy, the Netherlands and Norway) or will soon do so (as in Estonia from 2006/07 and Finland from August 2005 in the case of universities). Portugal (in public universities), Spain and the United Kingdom (Wales) use national credit systems only, compatible or not with ECTS. In the United Kingdom (England and Northern Ireland), there are no universal national systems, but regional credit consortia operate under nationally agreed credit guidelines. In Portugal, the law of February 2005 states that programmes should be expressed in credits with effect from 2005/06. In the United Kingdom (England and Northern Ireland), the universal use of a national credit system and its adaptation to ECTS are the subject of a national debate. In Spain, according to the legislation of September 2003, ECTS should be applied to all programmes before 1 October 2010.

In a few countries, namely Albania and Bosnia and Herzegovina, the Former Yugoslav Republic of Macedonia, France, Ireland, Romania and Sweden, ECTS is being implemented more gradually (whether or not this is subsequent to the adaptation of a national credit system). Unlike other countries in which ECTS has to apply to all higher education programmes once it has been introduced, in the foregoing countries, it is generally being introduced first of all in university programmes (France and Romania) or in programmes offered by certain specific institutions (Bosnia and Herzegovina and Ireland) and then extended on a general basis.

In Cyprus, the Czech Republic, Greece, Iceland, Ireland, Poland and Sweden, ECTS has been implemented in the absence of any legislative basis. In Greece, however, a law is about to be adopted. In Liechtenstein, extension of ECTS on a general basis has been regulated since the adoption of a new law in 2005.

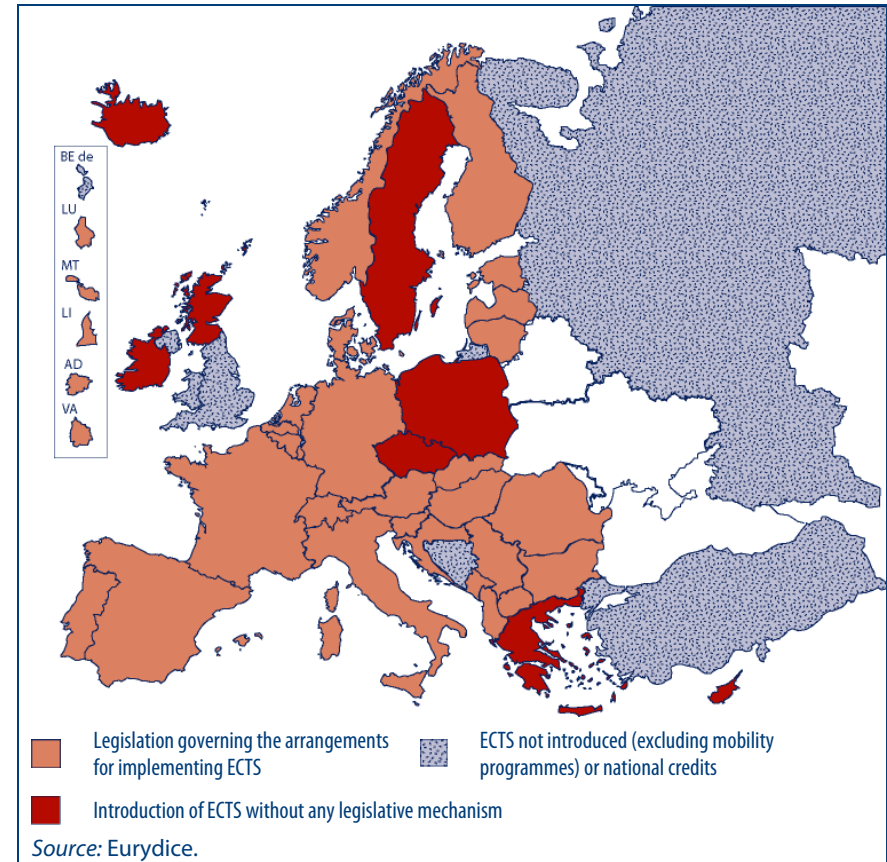
Figure C1a: Progress with implementing ECTS, 2004/05



Explanatory note (Figure C1a)

National credits regarded as compatible are based on student workload. The dates referred to indicate the period in which implementation began but do not necessarily imply that it has been completed.

Figure C1b: Legislation concerning ECTS, 2004/05



Additional notes (Figure C1a and C1b)

Bosnia and Herzegovina: A draft law indicating the need to implement ECTS exists but has not yet been adopted. Certain universities have introduced ECTS on an experimental basis in parallel with the national credit system.

Croatia: Institutions that have not yet restructured their programmes will have to introduce ECTS in 2005/06 at the latest.

Cyprus: ECTS will be fully implemented in university from 2005/06.

Additional notes (Figure C1a and C1b) (continued)

Estonia: ECTS will be introduced in all higher education institutions in 2006/07.

Greece: A law due for adoption will make ECTS mandatory.

Finland: The national credit system will be adapted to ECTS by August 2005. It is not planned for use with doctoral programmes.

Holy See: Following the legislation of 2004, ECTS is gradually being implemented.

Ireland: ECTS is used in particular within the Institutes of Technology.

Italy: The national credit system has been compatible with ECTS since 2001.

Portugal: Legislation adopted in February 2005.

Romania: ECTS has been introduced in the first and second programmes at ISCED 5A in accordance with legislation since 1998. It is being implemented in universities in 2004/05 and will be extended on a general basis from 2005/06 onwards.

Spain: According to the decree of September 2003, ECTS will have to be introduced before October 2010. In 2004/05, study programmes are still described in terms of national credits.

Turkey: ECTS has been introduced in most universities since 2001 under the European mobility programmes. It is expected to be compulsory at the end of 2005/06.

United Kingdom (ENG/WLS/NIR): In Wales, two credits in the national systems equate to one ECTS credit. In England and Northern Ireland, where regional credit consortia operate similar systems, two credits also equate to one ECTS credit.

Only two countries or regions (the German-speaking Community of Belgium and Russia) do not have a credit system (whether national or in line with ECTS). However, this situation should change in the course of the next few years. In these countries, there have been recommendations, local experiments or working groups relating to its future implementation.

ECTS is most commonly used for both credit transfer and accumulation

In the great majority of countries in which the ECTS system has been introduced, it is used for both the transfer and accumulation of credits as advocated in the Berlin conference communiqué.

In the Holy See and the United Kingdom (Scotland), ECTS is used solely for purposes of credit transfer.

Figure C2: Implementation of ECTS as a credit transfer and/or accumulation system, 2004/05

AD	AL	AT	BA	BE de	BE fr	BE nl	BG	CH	CS-mon	CS-ser	CY	CZ	DE	DK	EE	EL	ES	FI	FR	HR	HU
●	●	●	⊗	⊗	●	●	●	●	●	⊗	●	●	●	●	●	●	⊗	●	●	(:)	●
IE	IS	IT	LI	LT	LU	LV	MK	MT	NL	NO	PL	PT	RO	RU	SE	SI	SK	TR	UK-ENG/WLS/NIR	UK-SCT	VA
●	●	●	●	●	●	●	●	●	●	●	●	⊗	●	⊗	●	●	●	⊗	⊗	○	○

● Transfer and accumulation

⊗ ECTS not introduced (excluding mobility programmes)

○ Solely transfer

(:) Information not available

Source: Eurydice.

Additional notes

Croatia: ECTS will be fully implemented in 2005/06 and used both for transfer and accumulation.

Liechtenstein: The situation shown originally related solely to the *Hochschule Liechtenstein*. It has become gradually applicable to other institutions (IAP and UfH) since January 2005.

United Kingdom (SCT): The national credit system is used for transfer and accumulation.

SECTION D: THE DIPLOMA SUPPLEMENT

The Diploma Supplement – a widespread measure

The Diploma Supplement (DS) seeks to ensure that acquired knowledge and ability will be transparent and readily understood in the context of mobility. The communiqué of the conference of ministers responsible for higher education, in Berlin in September 2003, set the objective of ensuring that all graduate students receive this document automatically, free of charge and in a widely used European language, with effect from 2005.

In 2004/05, the Diploma Supplement is referred to specifically in legislation and issued by higher education institutions in the majority of countries. In most cases, its implementation got under way between 2001 and 2004. In the Flemish Community of Belgium and in Finland, the Diploma Supplement has existed for many years in a form close to the European model.

In a few systems, namely those of Albania, Andorra, Cyprus, Poland and the United Kingdom (Scotland), its implementation is very recent. It applied to graduate students for the first time in 2004/05. In Iceland, a few institutions issued it in 2003/04.

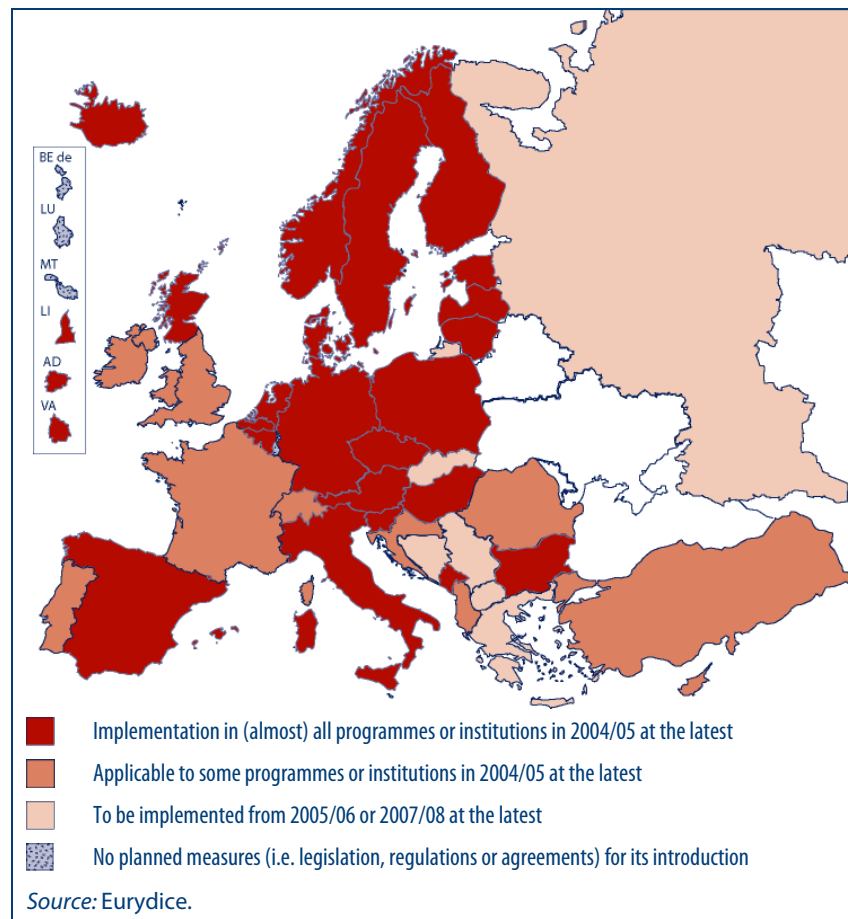
In France and the United Kingdom (England, Wales and Northern Ireland), higher education institutions have also begun to introduce the Diploma Supplement since 2004/05, but it will only be fully implemented in two years' time.

In a certain number of countries, implementation of the Diploma Supplement has gone ahead more gradually. In the Czech Republic, Germany and Italy, it was introduced (in accordance with legislation) before 2000 and is now being extended to all higher education qualifications. Liechtenstein, Romania, Slovenia and Turkey have partially introduced it since 2000/01 and it will be fully implemented in Romania and Turkey in 2005/06. In the French Community of Belgium, Ireland, the Netherlands (in which it was due to become mandatory in all higher education institutions in March 2005), Portugal (in which it will be mandatory from 2005/06) and Switzerland, some institutions have initially introduced it in the absence of any legislation.

Wherever its implementation is still awaited, this will occur by 2005/06 at the latest, except in Russia which is recommending that it should be introduced on a general basis from 2007/08 onwards.

The German-speaking Community of Belgium, Luxembourg and Malta are the only countries in which no date has yet been fixed for the Supplement to be incorporated into legislation or introduced in higher education institutions.

Figure D1: Progress with implementation of the Diploma Supplement, 2004/05



Additional notes

Croatia: The legislation currently in force states that issue of the DS is compulsory. It will be introduced for all students entering higher education in the 2005/06 academic year.

FYR of Macedonia and Turkey: Provision of the DS becomes mandatory with effect from 2005/06.

Netherlands: Provision of the DS has been mandatory since 1 March 2005.

Russia: A pilot project for adoption of the European type DS got under way in 2003, and is currently operational in three universities.

Switzerland: The DS has been issued in the *Fachhochschulen* since 2000 and its use is becoming increasingly widespread in universities. On the other hand, it is not yet offered by the *Pädagogische Hochschulen*.

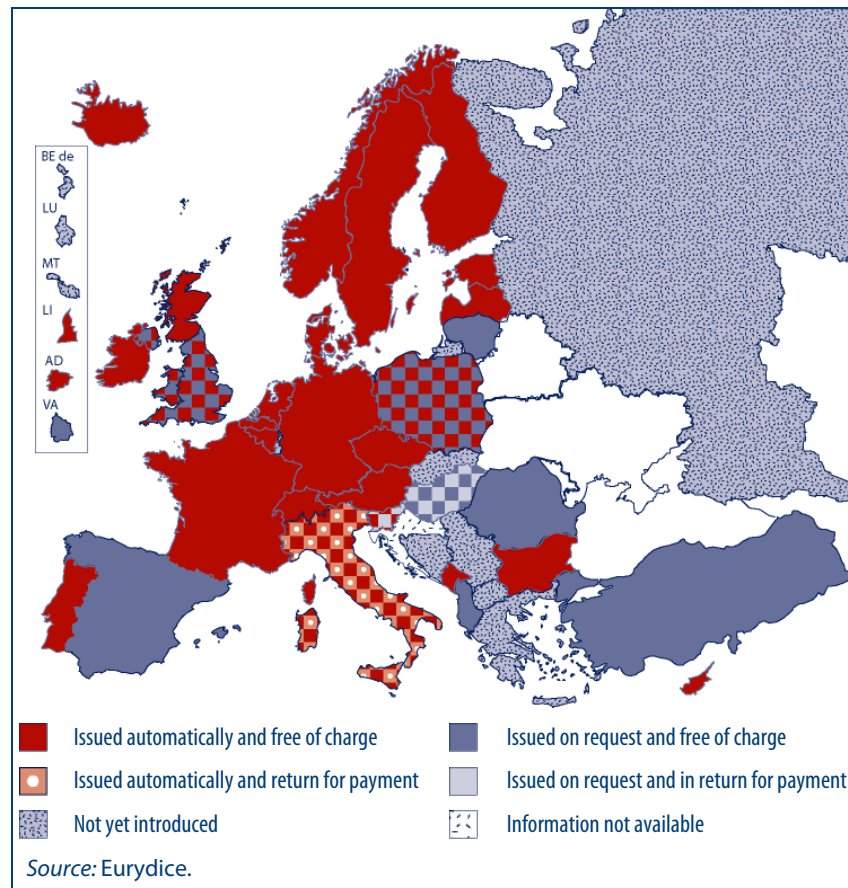
Provision of the Diploma Supplement automatically and free of charge in most countries

In countries in which the procedure has already been implemented in all institutions or just some of them, the Diploma Supplement (DS) is generally issued automatically and free of charge to graduates at the end of their course (Figure D2).

However, in several countries this is not the case. In 2004/05, Albania, the Holy See, Hungary, Lithuania, Romania, Spain and Turkey issue it only on request. The Diploma Supplement is not yet issued automatically in all institutions in the United Kingdom. The English language version of the document is issued on request in the Flemish Community of Belgium and Slovenia. In Poland, the Supplement is provided on request in languages other than Polish.

The Diploma Supplement is issued free of charge almost everywhere, but it may sometimes have to be paid for when provided in a language other than the language of instruction, as in Hungary or Slovenia.

Figure D2: Compliance with the conditions that the Diploma Supplement be issued automatically and free of charge, 2004/05



Additional notes

Czech Republic: The DS was issued on request and free of charge before 2004/05.

Estonia: The DS is issued automatically in most cases and on request to holders of a Bachelor.

FYR of Macedonia: The DS will be issued on request and in return for payment from 2005/06.

Hungary: The DS is issued on request and free of charge in Hungarian and on request and in return for payment in English.

Italy: Institutions may choose whether they will issue the DS free of charge or in return for payment.

Netherlands: The DS has been issued automatically since March 2005.

Poland: The DS will be issued on request in languages other than Polish.

Slovakia: The English language version may be provided in return for payment depending on the institution concerned.

Slovenia: The DS is issued automatically and free of charge in Slovene and on request and in return for payment in another European language. From 2005/06, it will be issued automatically and free of charge irrespective of the language chosen.

However, from 2005/06 this will no longer be the case in Slovenia, in which the document will be issued automatically and free of charge irrespective of the language chosen.

In Italy, higher education institutions are free to issue it either free of charge or in return for payment.

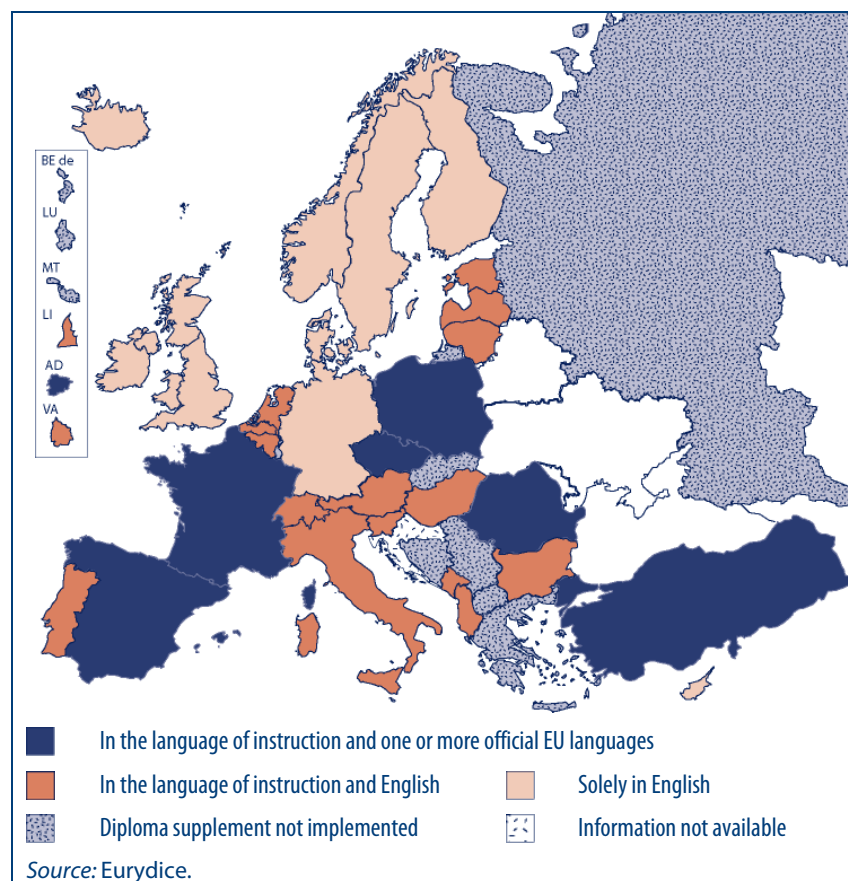
Among the countries that will introduce it with effect from 2005/06, Bosnia and Herzegovina will issue it on request; Greece and Slovakia will do so automatically. In Lithuania, it will be issued automatically from 2006 onwards.

In 2005/06, only Hungary (in the case of the English language version) and the Former Yugoslav Republic of Macedonia (in the case of the versions in English or the language of instruction) will issue the Diploma Supplement both on request and in return for payment.

The Diploma Supplement is generally issued in English or in the language of instruction and in English

Cyprus, Germany, Ireland, the Nordic countries and the United Kingdom issue the Diploma Supplement (DS) solely in English.

Figure D3: Language(s) in which the Diploma Supplement is issued, 2004/05



Additional notes

Belgium (BE fr): The English version may be issued by certain institutions on a voluntary basis.

Croatia: The legislation does not specify either the terms on which it is issued or in which one or more languages.

Czech Republic: Issue of the DS in a language other than the language of instruction is at the discretion of the higher education institution concerned.

FYR of Macedonia and Lithuania: The DS will be issued in the language of instruction and in English with effect from 2005/06.

Iceland: Certain higher education institutions also issue the DS in Icelandic.

Netherlands: The DS is issued in English or French as the student wishes.

Slovakia: The DS will be issued in the language of instruction and in English from 2005/06 onwards.

United Kingdom (WLS): Plans are in place to issue the DS in Welsh as in English.

Around 15 countries or regions (Albania, Austria, Belgium (the Flemish and French Communities), Bulgaria, Estonia, the Holy See, Hungary, Italy, Latvia, Liechtenstein, Lithuania, Montenegro, Portugal, Slovenia and Switzerland) issue it in the language of instruction and in English. The situation will be similar in the Former Yugoslav Republic of Macedonia from 2005/06.

Andorra, France, Poland and Spain, appear noteworthy for the range of different languages in which the Diploma Supplement may be made available. Depending on the wishes of the student and the choices offered by the institution, the Supplement is available in the first two countries in the language of instruction and one of the official languages of the European Union. Andorra issues the document in Catalan, English, French, Portuguese and Spanish. In Poland, it may be issued in English, French, German, Russian and Spanish.

SECTION E: QUALITY ASSURANCE

Mutual recognition in quality evaluation in education calls for the development of clearly defined criteria and methodologies. To achieve this objective, according to the conclusions of the conference of the ministers in Berlin in 2003, national quality evaluation systems should not just include the bodies responsible for this evaluation but also specify their composition and fundamental goals. It is also essential for institutions themselves to undertake internal evaluation in a way that fully upholds their autonomy and to ensure that students are involved. It was also agreed that besides publication of the findings of evaluation, an accreditation system involving authorisation or recognition for a specific renewable period could round off quality assurance measures.

Quality assurance is coordinated by an independent national agency in the great majority of countries

In 2004/05, the majority of the signatory countries to the Bologna Declaration possess an independent national body for evaluation or accreditation. Such bodies often combine both functions. However, in Germany the *Akkreditierungsrat* is responsible solely for accreditation. In Cyprus (the private sector) and Estonia, external evaluation is not organised aside from the accreditation coordinated by the national agency. Conversely, in the French Community of Belgium, the Quality Evaluation Agency set up in 2004 is not involved in procedures for accreditation, which is not organised on a formal basis. In Denmark, the National Agency is also mainly responsible for external evaluation even if, since 2004, it also carries out evaluation for the accreditation of professional *bachelors* qualifications.

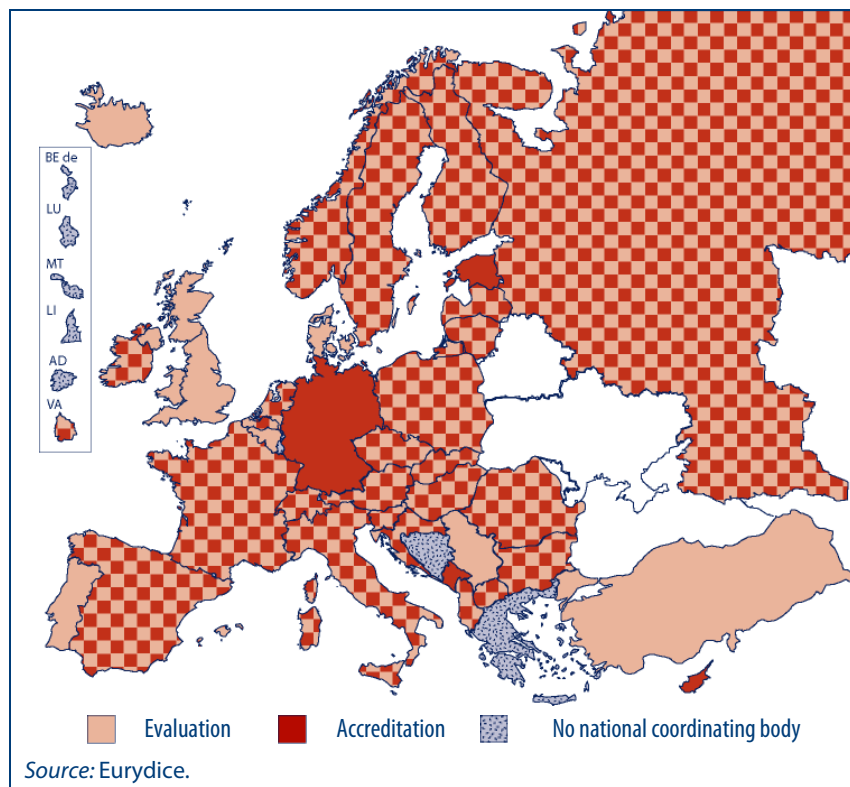
In some countries, two or three separate bodies exist alongside each other. In Austria, the national service agency AQA (Agency for Quality Assurance) was set up to assist universities and *Fachhochschulen* in creating their quality management systems. By contrast, in the case of accreditation, two separate bodies are responsible for the *Fachhochschulen* and programmes in the private sector, respectively.

In France, the *Comité national d'évaluation* (CNE) is responsible only for external evaluation of the institutions. National commissions also exist for the accreditation of certain specific programmes such as courses for the training of *ingénieurs* or in the field of management and business. In the Former Yugoslav Republic of Macedonia and in Serbia, two national agencies have been established, one for evaluation and the other for accreditation. It is planned that both agencies in the Former Yugoslav Republic of Macedonia should be merged in accordance with an amendment to the 2005 law on higher education. In Slovenia, a National Committee is responsible for external evaluation, but the Council for Higher Education (reformed in March 2005) is responsible for accreditation.

The Flemish Community of Belgium and the Netherlands have jointly established a supranational organisation responsible for accreditation and licensing evaluation agencies since 2003.

These national bodies that perform evaluation and/or accreditation do not always have independent status. They sometimes take the form of a council, commission or agency that comes directly under the top-level public authorities (as in Albania, the French Community of Belgium, Croatia, France in the case of the accreditation commissions, the Holy See, Lithuania, Montenegro, Poland, Serbia and Slovenia). In Iceland, an evaluation department has been set up within the ministry.

**Figure E1: Existence of a national body for evaluation and/or accreditation, independent or otherwise from the ministry.
Situation prior to May 2005**



Additional notes

Austria: There are no accreditation procedures for universities in the public sector.

Belgium (BE fr): There is no accreditation system in the strict sense, but only institutions that comply with regulatory requirements are recognised and receive subsidies.

Bosnia and Herzegovina: The National Centre for Information, Recognition and Quality Assurance should be set up with adoption of the framework law on higher education.

Cyprus: The SEKAP council (*Symvoulio Ekpaideytikis Axiologisis–Pistopoiisis*) is responsible for the accreditation of private higher education programmes. The establishment of an agency for the evaluation of the whole of higher education is under discussion.

Denmark: The Danish Evaluation Institute is responsible for external quality assurance. It carries out evaluations, including some that establish a basis for the accreditation of private-sector programmes with a view to providing access to study grants and loans.

Finland: The accreditation responsibilities of FINHEEC (Finnish Higher Education Evaluation Council) are concerned with the continuing professional courses offered by polytechnic institutions and universities.

Germany: There is no body at national level for external evaluation, but a body in each *Land*, which carries out evaluation independently. However, inter-*Land* networks and associations are being formed.

Greece: The Agency is due to be set up in May 2005 and legislation on its composition has already been approved. It will be primarily concerned with evaluation.

Holy See: Evaluation is carried out by the Congregation for Catholic Education which has governmental status. The proposal to set up an independent separate body is under discussion.

Iceland: The evaluation department is part of the Ministry which calls on independent experts to carry out evaluations. A special committee on quality in education was set up in 2004.

Ireland: Several bodies co-exist in close association with the Department of Education and Science (Higher Education Authority – HEA, National Qualifications Authority of Ireland – NQAI and Higher Education and Training Awards Council – HETAC, which is responsible for accreditation and evaluation). In cooperation with the seven universities, it was decided to establish the Irish Universities Quality Board (IUQB).

Liechtenstein: The top-level public authority for higher education is directly responsible for quality control.

Lithuania: The national evaluation centre is a public administrative body, the majority of whose employees are public servants. They call on external experts. An evaluation council has existed since 2004. Accreditation was carried out for the *kolegija* in 2004/05 and will begin for universities in 2005/06.

Luxembourg: The establishment of an international consortium of external evaluators is provided for by the 2003 law.

Switzerland: Accreditation is on a voluntary basis but will become compulsory for *Fachhochschulen* programmes in 2005.

Turkey: A committee for academic evaluation and quality control was set up by the inter-university board in 2003/04 but the emphasis is currently on internal evaluation procedures except in doctoral programmes.

In Croatia and Greece, an independent public national agency should become operational in March and May 2005 respectively. In Slovenia, an agency of this kind is due to be established at the end of 2005.

In Cyprus (in the case of public-sector higher education) and the Holy See, the establishment of an independent public-sector agency responsible for quality assurance is the subject of ongoing debate. In Bosnia and Herzegovina, it is provided for in draft legislation now before the parliament.

Geographically small countries or regions such as Andorra, the German-speaking Community of Belgium, Liechtenstein, Luxembourg or Malta, have not set up a body of this kind and are not planning to do so.

Students are rarely represented in the governance of national bodies for coordination of quality assurance

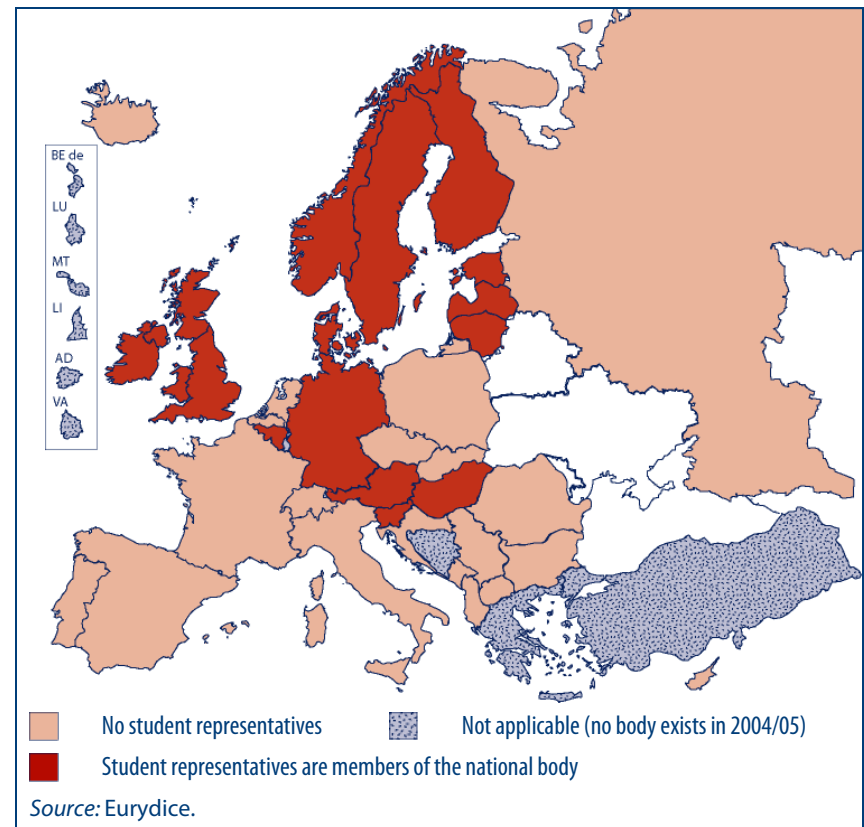
Around ten signatory countries have provided for the inclusion of student representatives within the governance of national body for evaluation and/or accreditation. This generally means two or three representatives. They are either chosen from a list of candidates in accordance with predetermined criteria, or members of student unions. This situation is especially typical of the English-speaking countries (Ireland and the United Kingdom) and the Nordic countries (Denmark, Finland, Norway and Sweden). In Belgium (French Community), Estonia, Germany, Hungary, Latvia and Lithuania, students are represented in the national agency.

In the United Kingdom, the Board of the QAA includes a student observer.

In other cases in which a national body has been set up, no student representatives are yet members. The national agency or committee

consists essentially of representatives of the academic and/or research staff in higher education institutions, specialist members appointed by the government, and administrative staff. In Serbia, university teachers become members on a voluntary basis. One or several foreign academics may be invited to become members as in the Czech Republic and Switzerland.

Figure E2: Representation of students in national bodies for evaluation and/or accreditation, 2004/05



Additional notes (Figure E2)

Austria: Situation of the national agency AQA (Austrian Agency for Quality Assurance).

Greece: The Agency is due to be set up in May 2005 and legislation on its composition has already been approved.

Students and foreign experts participate in the process of external evaluation in half of the countries

Wherever external evaluation is carried out, specialists or academics of national standing are full partners in the process. In over half of all countries, foreign experts are involved in the process, as well as students who give their opinion, or who are interviewed or reread the final report. Bulgaria, Italy, Poland, Romania, Russia, Serbia and Spain, neither call on foreign experts nor involve students. Hungary and Slovenia do not include foreign experts in the process. Students are not partners in Cyprus, the Czech Republic, the Holy See, Lithuania, Malta, Portugal or Slovakia.

Around a third of Bologna Declaration signatory countries call on the assistance of national and foreign experts, students and professionals from the world of work. This applies to Austria, the Flemish and French Communities of Belgium, Croatia, Denmark, Estonia, Finland, France, Germany, Greece, Iceland, Ireland, Latvia, the Netherlands and Sweden. The situation will be similar in the German-speaking Community of Belgium once the September draft decree has been approved and implemented. In Bosnia and Herzegovina, the draft law provides for the involvement of foreign experts. In the Holy See and Russia, the participation of students and international experts is under discussion.

Figure E3: Partners associated in the process of external evaluation and/or accreditation, 2004/05

	Academics of national standing	Foreign experts	Students	World of work/ professionals in the field concerned		Academics of national standing	Foreign experts	Students	World of work/ professionals in the field concerned
AD	⊗	⊗	⊗	⊗	IE	●	●	●	●
AL	●	●	●	-	IS	●	●	●	●
AT	●	●	●	●	IT	●	-	-	-
BA	⊗	⊗	⊗	⊗	LI	●	●	●	⊗
BE de	⊗	⊗	⊗	⊗	LT	●	●	-	●
BE fr	●	●	●	●	LU	⊗	⊗	⊗	⊗
BE nl	●	●	●	●	LV a	●	●	●	●
BG	●	-	-	-	b	●	●	-	-
CH	●	●	●	-	MK	●	●	●	-
CS-mon	●	●	●	-	MT	●	●	-	-
CS-ser	●	-	-	-	NL	●	●	●	●
CY	●	●	-	●	NO	●	●	●	-
CZ	●	●	-	-	PL	●	-	-	-
DE	●	●	●	●	PT	●	(-)	-	(-)
DK	●	●	●	●	RO	●	-	-	-
EE	●	●	●	●	RU	●	-	-	-
EL	●	●	●	●	SE	●	●	●	●
ES	●	-	-	●	SI	●	-	●	●
FI	●	●	●	●	SK	●	●	-	●
FR	●	●	●	●	TR	●	●	●	-
HR	●	●	●	●	UK	●	●	●	-
HU	●	-	●	●	VA	●	●	-	-

● Involvement ⊗ No external evaluation - No involvement

Source: Eurydice.

Explanatory note (Figure E3)

The composition of the examining boards or panels that assess students at ISCED 5 or 6 is not included.

Additional notes

Albania, Belgium (BE fr): Students are interviewed by experts during visits to institutions.

Belgium (BE de): The September 2004 draft decree provides for external evaluation with the participation of academic experts of national and international standing, students and professionals from the field concerned.

Cyprus: The situation relates to evaluation of the private sector carried out by the SEKAP.

Germany: The *Akkreditierungsrat* is responsible solely for accreditation.

Latvia: (a) accreditation, (b) external evaluation.

Liechtenstein: The top-level public authority is directly responsible for quality evaluation and calls on foreign evaluation agencies to undertake so-called *peer reviews*.

Luxembourg: A plan for external evaluation of the new university is included in the 2003 law.

Sweden and Norway: For linguistic reasons, the foreign expert is often Scandinavian.

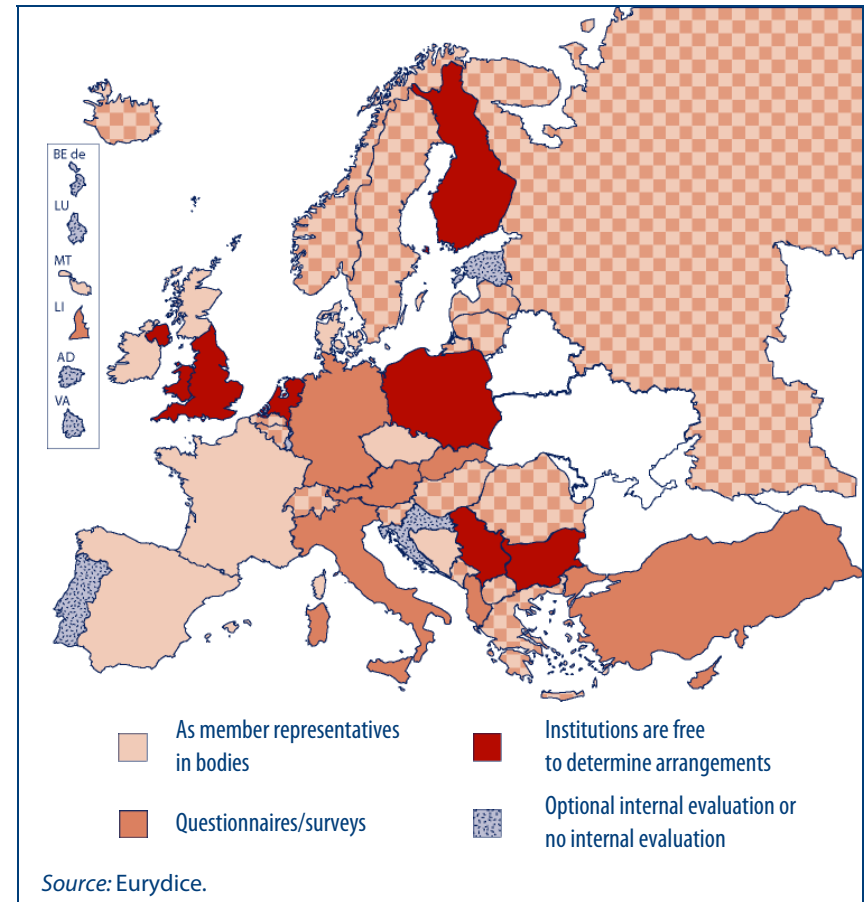
United Kingdom: The QAA (Quality Assurance Agency) does not specifically appoint foreign experts but involves them in the review of some elements of the academic infrastructure. In Scotland, foreign experts are also involved in quality enhancement.

Internal evaluation is compulsory almost everywhere and the opinion of students is sought in one way or another

Internal evaluation occurs almost everywhere and often serves as the basis for external evaluation. Institutions in a few countries are free to decide whether they will carry out internal evaluation. Students generally take part by giving their opinion in questionnaires and/or via their representative on the council responsible for this evaluation.

Compulsory internal evaluation involving students is provided for in draft legislation in the German-speaking Community of Belgium. A plan for internal evaluation of the new universities is set out in the 2003 law in Luxembourg.

Figure E4: Arrangements for student participation in compulsory internal evaluation, 2004/05



Additional notes (Figure E4)

Belgium (BE de): The September 2004 draft decree provides for mandatory internal evaluation and the participation of student representatives.

Bulgaria: According to amendments in the law (2004), student representatives in institutions have to take part in the process of internal evaluation.

Estonia: The majority of institutions use questionnaires to consult students but this is not required in practice.

Finland: The participation of students is recommended by FINHEEC and is the prevailing practice.

Greece: Internal evaluation of academic staff is compulsory. In addition, institutions are encouraged to establish internal evaluation procedures to provide a basis for external evaluation, and to involve students.

Iceland: The law on universities does not refer to student involvement. Their participation is provided for in the regulations on quality assurance.

Luxembourg: The law of 2003 includes a plan for internal evaluation of the new university.

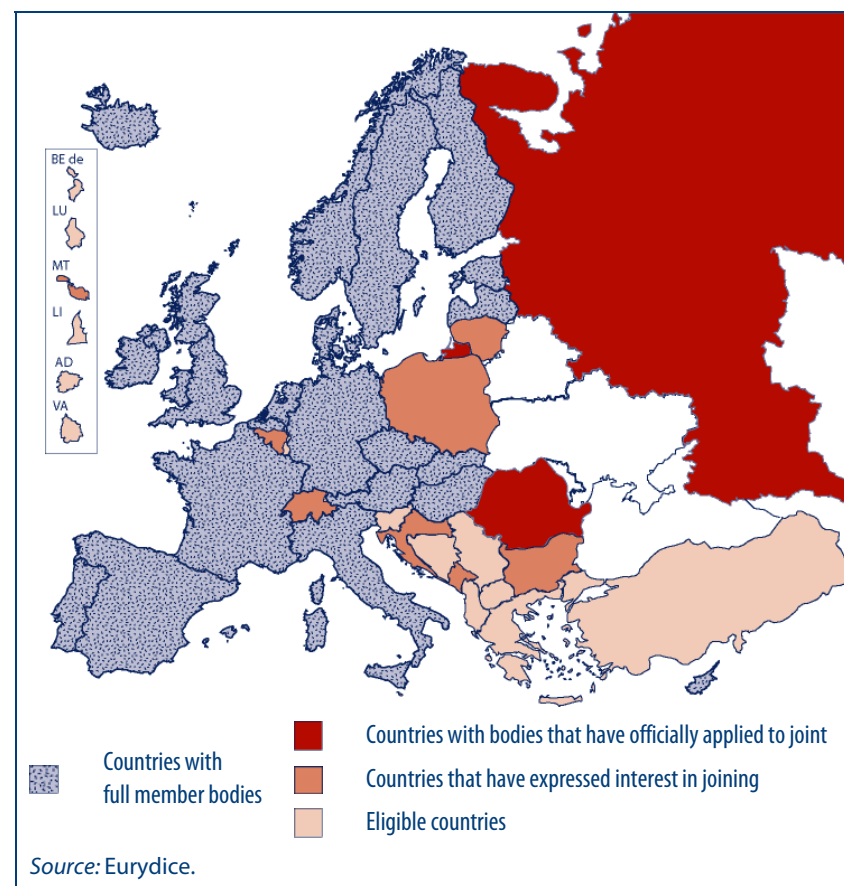
To sum up, only in some countries is student participation provided for at the three levels, namely in membership of the national body responsible for coordinating evaluation, and as partners involved in the procedures of both external and internal evaluation. This applies to Austria, French Community of Belgium, Denmark, Germany, Hungary, Ireland, Latvia, Norway, Slovenia, Sweden and the United Kingdom (Scotland).

Almost all EU and EFTA countries have a national body which is a member of the ENQA European Association

Since November 2004, the national bodies of all Bologna Declaration signatory countries are eligible and may therefore become members of the ENQA Association (European Association for Quality Assurance in Higher Education), provided they satisfy the criteria. Almost all EU countries and EFTA countries have a body which is a full member. The Agencies in the French Community of Belgium, Bulgaria, Croatia,

Lithuania, Malta, Montenegro, Poland and Switzerland have expressed an interest in joining. The national agencies in Romania and Russia have each officially applied very recently.

Figure E5: Participation within the ENQA, 2004/05



GUIDE TO READING THE DIAGRAMS

The diagrams illustrate the main possible paths through higher education. Each of these paths should be studied horizontally across the page. Each diagram consists of as many graphical units (illustrations) as the number of possible paths. The length of the boxes indicates the notional length/ages corresponding to full-time studies, even though the programme concerned may also be offered on a part-time basis.

A different colour shading is used to distinguish between study programmes at ISCED levels 5A, 5B and 6 ⁽¹⁾. Within a given ISCED level, fields of study are placed together in a single illustration when they have the following characteristics in common:

- entry to their courses is in accordance with similar procedures (with or without selection),
- they are offered by the same institution(s),
- their courses are of the same duration,
- their courses lead to the same type of qualification (with the same title).

Where the same institution or institutions offer different fields of study whose course characteristics vary in relation to one or more of the above-mentioned criteria, the name of the institution concerned is not repeated for each separate graphical unit. However, when these one or more institutions offer programmes at different ISCED levels (ISCED 5A and 5B), their names are repeated in the illustration for each level.

A selection procedure at the point of entry to a programme is shown by either a vertical bold or dotted line depending on whether selection is administered by the institution or by a higher (national or regional)

authority. At this latter level, the selection procedure may be concerned with limiting the number of places. Bold and dotted lines are combined wherever both 'higher' and institutional levels are involved.

Where first-cycle (ISCED level 5A or 5B) qualifications obtained on the completion of courses whose characteristics differ (for example in terms of differences in selection procedure and/or duration), provide admission to one or more identical second-cycle (ISCED level 5A or 5B) courses, the latter are duplicated in each graphical unit concerned.

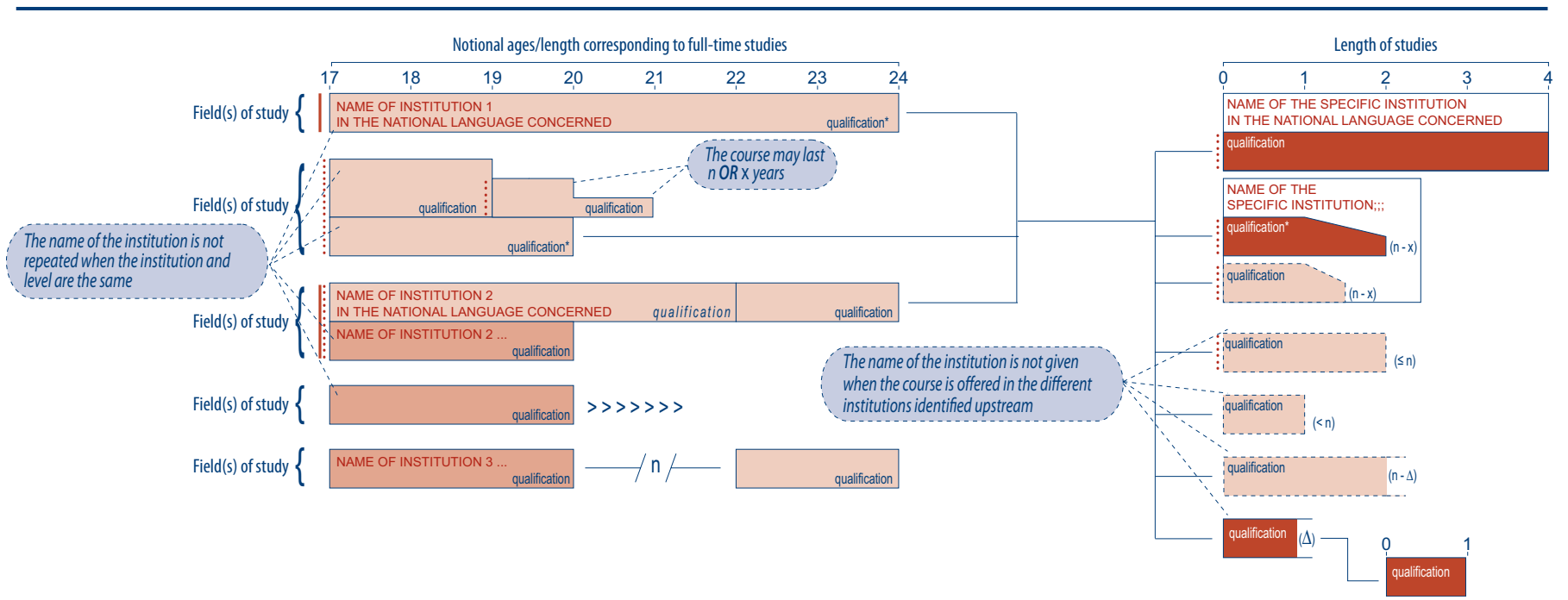
Where it is possible, on completion of the first qualifying programme, to continue with (ISCED 5A or 5B) second-cycle studies or enter the employment market, the second-cycle cell is reduced in height. However, horizontal lines extending from first-cycle or second-cycle ISCED 5A and 5B programme cells indicate that it is also possible to continue with higher studies at ISCED level 5 and/or 6.

Only links leading from one programme to another at a further level (i.e. between the first/second cycles and the third cycle) are illustrated. Consequently, the diagrams do not indicate any opportunities that may exist for students to undertake several programmes at the same level simultaneously, to embark on fresh first/second-cycle studies after obtaining a first/second qualification or to transfer between programmes each leading to a first qualification.

Where access to doctoral studies depends on the possession of a (complementary, supplementary or specialised) ISCED 5A qualification or an ISCED 6 qualification, this requirement is indicated by a line connecting the two programmes concerned.

⁽¹⁾ See the definition of ISCED levels 5A, 5B and 6 on the following website: http://www.uis.unesco.org/ev_en.php?ID=5069_201&ID2=DO_TOPIC.

LEGEND



ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (institutional level)	<i>qualification</i>	Intermediate diploma	-/n/-	Compulsory work experience + its duration	(n - x)	From n year(s) minimum to x year(s) maximum
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure /limitation of places (national/regional level)	<i>qualification</i>	Qualifying degree	*	Qualification + field of specialisation	(Δ)	Variable duration
>>> Study abroad								

ANDORRA

AD

The Act on higher education institutions was adopted in 1997. An attempt to regulate the issuing of Higher Education National Degrees was adopted in July 2004. The relevant legislative changes linked to the Bologna process are still underway. They are currently being discussed but have not yet been approved by the government. They will be concerned with the implementation of a **three main cycles** degree structure (Bachelor's, Master's and Doctorate's), joint degrees and also the principles of quality assurance, transparency and mobility.

Because the provision of higher education in the Principality of Andorra is currently limited (consisting of one cycle degree structure), the great majority of young people who study at this level do so in Spain or France.

ECTS began to be implemented by the University of Andorra in the 2004/05 academic year and is used both in terms of credit transfer and accumulation. ECTS will however become mandatory when the new Law on Universities is approved.

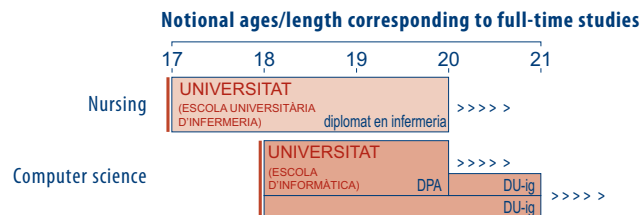
A decree regarding the **Diploma Supplement** was adopted in July 2004. From the 2004/05 academic year, all national higher education degrees are issued with the Supplement free of charge. It will be delivered automatically to all students. It is issued in Catalan, but at student request, can also be issued in Spanish, French, Portuguese or English.

No measures in terms of **quality assurance** have been implemented yet.

Legislative and/or official references

Date	Term in English	Term in national language
30 July 1997	Act on higher education institutions	Llei d'Universitats
14 July 2004	Decree regulating the issuance of the Higher Education National Degrees	Decret d'aprovació del Reglament sobre l'expedició de títols d'ensenyament superior de caràcter estatal
14 July 2004	Decree regulating the implementation of the Diploma Supplement	Decret regulador de l'expedició del suplement europeu al diploma

For national statistics, see the Annexe at the end of the report.



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (institutional level)	qualification	Intermediate diploma	-/n/-	Compulsory work experience + its duration	(n- x)	From n year(s) minimum to x year(s) maximum
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places (national/regional level)	qualification	Qualifying degree	*	Qualification + field of specialisation	(Δ)	Variable duration

DPA *Diploma Professional Avançat* | DU-ig *Diploma Universitari en informàtica i gestió*

ALBANIA

AL

In July 2003, the 1999 Act on Higher Education in the Republic of Albania was amended by Parliament to pave the way for the implementation of a system of higher education based on study cycles. The third cycle of studies has been organised on the basis of criteria laid down in a decision by the Council of Ministers of December 1998, as amended by the Higher Education Act in February 1999 and the Decision of December 2004. Under an Ordinance of February 2004, a working plan was drawn up for 2004/05 and is being implemented by a fully operational team on higher education reform.

During the 2004/05 academic year, several study programmes based on **two main cycles** are being introduced in the fields of teaching, journalism, economics, psychology and nursing. In the field of electrical engineering and agricultural sciences, a two-cycle structure has been offered since 2001/02 as a result of government cooperation between Albania and Italy. Universities are currently in the process of adapting the new structure to other fields.

Doctoral studies are open to anyone holding a Master's degree or equivalent postgraduate qualification obtained either at home or abroad. Candidates with a second-cycle qualification which is not fully equivalent to the

Master's degree have to take complementary courses in order to be eligible for doctoral studies. Doctorates are devised to help specialists become more qualified and enable them to pursue independent academic research.

The national Commission for Academic Qualifications has now determined which institutions are capable of offering second-level programmes, and Master's and doctoral studies.

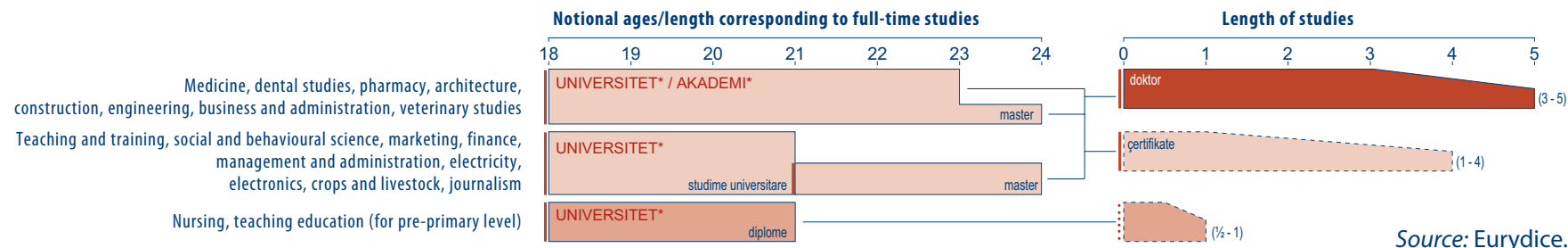
The implementation of **ECTS**, which is now being used for both credit transfer and credit accumulation, began in 1999. On the basis of a special instruction of October 2004, it will be mandatory for the transcript of records accompanying the qualification in all study programmes in higher education to indicate both national credits and ECTS credits from the end of the 2004/05 academic year.

In 2004, a national seminar on the introduction of the **Diploma Supplement** was organised and a working group was set up within the Ministry of Education and Science Directorate of Higher Education and Recognition of Diplomas, which also included university representatives. Following a special instruction by the Minister of Education and Science in July 2004, practical steps for the implementation of

the Diploma Supplement began in the 2004/05 academic year. It will be issued free of charge in Albanian or English at the student's request.

The **quality assurance** system in higher education has been based on the July 1999 Decision of the Council of Ministers. The institutions involved are the Accreditation Agency on Higher Education (AAHE) and the Accreditation Council (AC), in close cooperation with the Ministry of Education and Science.

The AAHE is a public state-funded institution accountable to the Ministry. It drafts and draws up the criteria and procedures for higher education quality evaluation and, after consulting the higher education institutions (HEIs), submits them to the AC for final approval. All criteria and procedures drafted by the AAHE and approved by the AC have to be made available to the institutions. The AAHE consists of seven full-time and two part-time members, including the Director and four specialists who are not trained but take part in the annual meetings of the networks to which AAHE belongs. Experience has been gained thanks to the contribution of a foreign expert who between 2001 and 2004 followed and supported AAHE in the external evaluation of several qualifications. Present economic



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (institutional level)	<i>qualification</i>	Intermediate diploma	-/n/-	Compulsory work experience + its duration	(n- x)	From n year(s) minimum to x year(s) maximum
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places (national/regional level)	<i>qualification</i>	Qualifying degree	*	Qualification + field of specialisation	(Δ)	Variable duration

NB: Figure prepared at the Eurydice European Unit on the basis of information from national sources but not approved at national level.

Further specialised ISCED 5B programmes may be taken only by students in nursing.

circumstances and language difficulties have prevented foreign experts from becoming members of the AC. In close co-operation with experts and representatives of HEIs, AAHE has compiled two manuals on self-evaluation and external evaluation respectively. The Agency has also drawn up higher education quality evaluation procedures approved by the AC. Finally, the AAHE in collaboration with national and foreign experts has prepared the report *Aspects and Indicators relevant to Higher Education Quality Evaluation*.

The Accreditation Council consists of nine high-profile personalities in various fields of education, science and the economy, who are appointed by the Minister of Education and Science following proposals from various fields. The Chairperson of the AC is appointed by the Prime Minister acting on a suggestion of the Minister of Education and Science. The AC approves requests for evaluation submitted by HEIs, and fixes the timeframe in which it is to be conducted. It also confirms the final outcome of evaluation on the basis of the AAHE written report. The outcome and any recommendations are submitted to the Ministry for a final decision on whether courses should be maintained or discontinued. The AC can ask the Council of Ministers for approval to maintain or close all types of non-public HEI.

These procedures apply to third-cycle as well as first- and second-cycle courses.

A March 2001 Council of Ministers decision regarding non-public higher education enables the Ministry of Education and Science formally to recognise non-public courses and HEIs. Recognition depends on the outcome of evaluations and accreditation and is granted for a period of five years.

External evaluation is carried out at the request of the Ministry or any particular HEI, or when scheduled by the AAHE. According to a Decree of July 1999, no HEI can function without accreditation for more than four years. If an institution does not seek evaluation within this period, the AAHE and the Ministry take steps to initiate evaluation procedures. Foreign experts have been involved in evaluation as members of external evaluation groups.

The AAHE is responsible for announcing and publishing evaluation results following their confirmation by the AC. In the case of public HEIs, the AC decides on a case-by-case basis whether and how final outcomes should be published. In the case of private HEIs, the evaluation report has to be published, with the AC deciding solely on the ways and means of doing so.

The AAHE fixes and monitors the mechanisms for internal quality assurance and evaluation and helps each HEI to establish appropriate procedures. The Agency has also drawn up a set of standards for institutions and programmes, which were approved by the AC and Ministry, following lengthy consultation with institutions.

Previous evaluations have included student ideas through various interviews administered by the external evaluation team. Reports on major and minor evaluation issues have incorporated ideas from both members and students. During the evaluation process, universities are asked whether they involve their students in the drafting of policy documents or other strategies, and to find out whether students are represented in consultative or other decision-making bodies. Evaluation examines whether student ideas contribute to the daily functioning of institutions.

From March 2005, the AAHE is circulating a questionnaire for completion by students, which will be used in all future evaluations. The questionnaire will also be put on the website for comment. At the same time efforts are being made to include students in the external evaluation group.

ALBANIA

The AAHE maintains close ties and carries out joint activities with other counterpart agencies across Europe and beyond and is a member of three international networks in the area of higher education quality assurance, namely the INQAAHE, the CEE Network and EAIE.

Legislative and/or official references

Date	Term in English	Term in the national language
17 December 1998	Decision by the Council of Ministers No. 786 on the postgraduate scientific qualification and classification of pedagogical and research employees (amended by Decision No. 897, dated 29 December 2004) and the 1999 Higher Education Act.	Vendim i Këshillit të Ministrave nr. 786, datë 17.12.1998 "Për kualifikimin shkencor pasuniversitar dhe për klasifikimin e punonjësve pedagogjike e kërkimorë" (i ndryshuar me Vendimin nr. 897, datë 29.12.2004).
25 February 1999 (amended on 28 July 2003)	Law No. 8461 on Higher Education in the Albanian Republic	Ligji nr. 8461, "Për arsimin e lartë në Republikën e Shqipërisë" (I ndryshuar më 28.06.2003)
1 July 1999	Decision of the Council of Ministers No. 303, based on the 1999 Higher Education Act	Vendim i Këshillit të Ministrave nr. 303, datë 01.07.1999 "Për Krijimin e sistemit të akreditimit në arsimin e lartë"
22 March 2001	Decision of the Council of Ministers No. 156, on non-public HEIs in the Republic of Albania	Vendim i Këshillit të Ministrave nr. 156, datë 22.03.2001 "Për arsimin e lartë Jopublik në Republikën e Shqipërisë"
6 May 2003	Ordinance No. 114 issued by the Minister of Education and Science	Urdhëri nr. 114, datë 6.5.2003 i Ministrit të Arsimit dhe të Shkencës "Për ngritjen e Grupeve të Punës për reformimin e arsimit të lartë".
6 February 2004	Ordinance No. 23 issued by the Minister of Education and Science	Urdhëri nr. 23, datë 6.2.2004 i Ministrit të Arsimit dhe të Shkencës "Zbatimin e planit të veprimit për periudhën 2004-2005 Përafrimi i sistemit të arsimit të lartë shqiptar me atë europian sipas kërkesave të Deklaratës së Bolonjës".
February 2004	Ordinance on a Working Plan for the period 2004-2005 entitled <i>Approximating the higher education system to the European one in compliance with the criteria of the Bologna Declaration.</i>	
29 July 2004	Instruction No. 20 of the Minister of Education and Science	Udhëzimi nr. 20, datë 29.07.2004 "Për organizimin e studimeve në shkollat e larta (për sistemin me kohë të plotë)".
5 October 2004	Instruction No. 28 from the Ministry of Education and Science	Udhëzimi nr. 28, datë 05.10.2004 "Për disa ndryshime në Udhëzimin nr. 20, datë 29.07.2004 "Për organizimin e studimeve në shkollat e larta".

For national statistics, see the Annexe at the end of the report.

University type higher education institutions are established, organised and run their activities in accordance with the Federal Act on the Organisation of Universities and their studies (Universities Act 2002), which became fully effective in 2004. The Universities of Applied Sciences (*Fachhochschulen*) are organised in accordance with the 1993 *Fachhochschul* (FH) Study Act.

In universities, it has been possible to offer a degree structure based on **two main cycles** (Bachelor's/Master's) since 1999. At *Fachhochschulen*, the 2002 amendment to the *Fachhochschul* Study Act provides a legal basis for the Bachelor's/Master's degree structure.

Doctoral programmes have their main legal basis in paragraph 54 of the 2002 Universities Act. They comprise either 120 ECTS credits or – where universities offer Ph.D. type programmes in certain fields – 240 ECTS credits. Each programme consists of compulsory taught courses (involving mainly science oriented seminars) and a thesis. The amount of time allocated to each is laid down in the respective curriculum and there are no centralised regulations. A doctorate may also be awarded by several universities, including foreign institutions as is the case in some joint degree programmes.

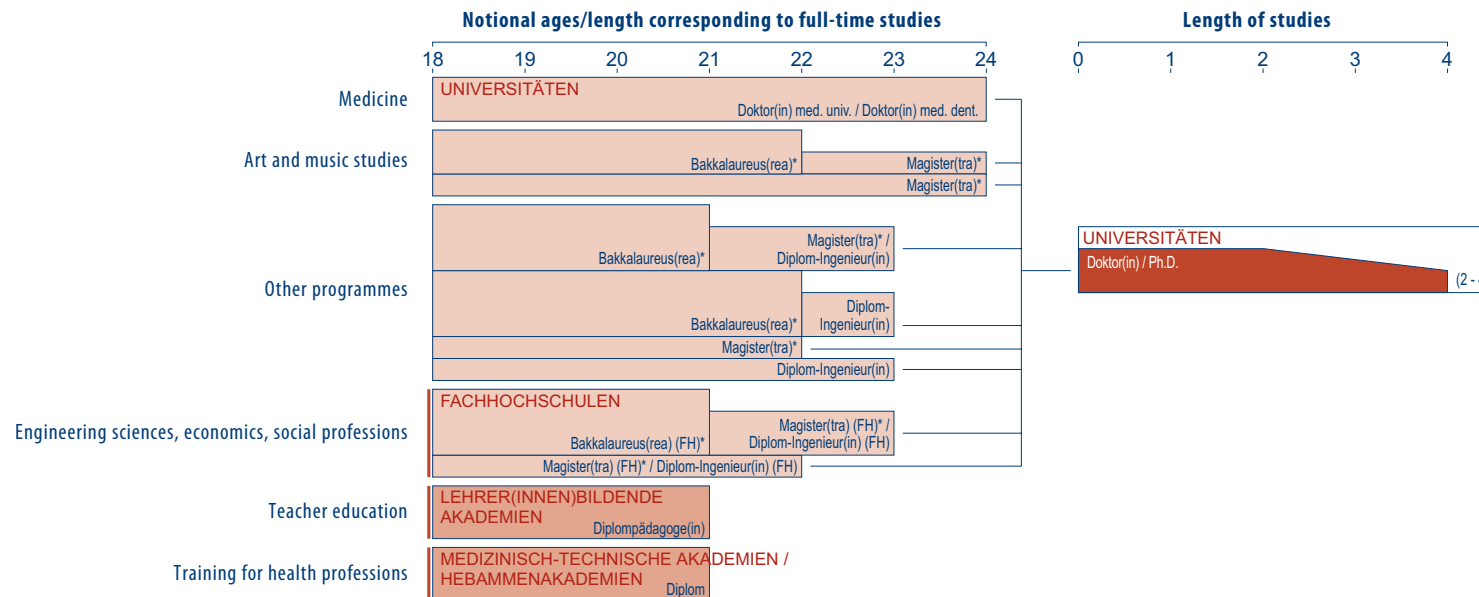
Since 1999, implementation of **ECTS** has been compulsory for Bachelor and Master level programmes and, in universities, for doctoral programmes. ECTS is used for credit transfer as well as for credit accumulation. It is fully implemented at universities and *Fachhochschulen*. In accordance with the Academies Studies Act of 1999, it has also been compulsory in the case of diploma studies at *Lehrer/innenbildende Akademien* (teacher training colleges).

The University Studies Evidence Decree which came into force in August 2002, regulates implementation of the **Diploma Supplement**. The *Lehrer/innenbildende Akademien* have been issuing Diploma Supplements since the 2003 summer term. Since October 2003, Diploma Supplements have been issued free of charge in German and English to all graduates. In *Fachhochschulen*, they are issued automatically. From July 2005, all universities will also be obliged to issue the Diploma Supplement automatically to all graduates.

Action has been taken to develop a unified national approach to **quality assurance** in higher education. The Austrian Agency for Quality Assurance (AQA) was founded in late 2003 and became effective in the spring of 2004. The Agency is a joint initiative of the

Austrian Rectors' Conference (ÖRK), the Austrian *Fachhochschule* Conference (FHK), the Association of Private Universities (PU), the Austrian Students Union (ÖH) and the Federal Ministry for Education, Science and Culture (BMBWK). AQA is a service agency set up to assist the universities and *Fachhochschulen* in creating their quality management systems. The Agency's responsibilities include the development of standards and procedures for quality assurance in higher education, the coordination of evaluation procedures for study programmes and institutions, counselling and supporting higher education institutions in the development and implementation of internal quality assurance processes, as well as the certification of quality management processes. In accordance with international standards for quality assurance and evaluation agencies, AQA publishes a summary of the results of evaluations with the agreement of the higher education institutions concerned. The scientific council (*Wissenschaftlicher Beirat*) of the AQA includes a majority of foreign experts.

The independent *Fachhochschul*-Council (FHR) is the accrediting body of the *Fachhochschulen* sector (universities of applied sciences). Its duties are regulated by the FH Study Act and comprise accreditation, advice to the ministry,



Source: Eurydice.

□ ISCED 5A (1st or 2nd programme)	■ ISCED 6 programme	⋮ Selection procedure at point of entry (institutional level)	<i>qualification</i>	Intermediate diploma	-/n/-	Compulsory work experience + its duration	(n- x)	From n year(s) minimum to x year(s) maximum
□ ISCED 5B (1st or 2nd programme)	□ Further qualification	▬ Selection procedure/limitation of places (national/regional level)	<i>qualification</i>	Qualifying degree	*	Qualification + field of specialisation	(Δ)	Variable duration

FH Fachhochschule

and the promotion of the quality of teaching and learning, innovation and further education, as well as the monitoring of the FH sector. A summary based on the evaluation report is published on the website of the FH Council with the agreement of the institution. The findings – and especially the implementation of the recommendations resulting from the follow-up – contribute to the re-accreditation decisions of the FHR. According to the 2004 Evaluation Decree of the FH Council, at least one member of a review team in *Fachhochschulen* must come from a similar higher education institution abroad.

The independent Austrian Accreditation Council (AR) is the accrediting body for the private university sector. Its main activity is the accreditation of new higher education institutions or of study courses within already accredited private universities. In addition, it monitors the private university sector and the maintenance of general standards. The findings of site visits by external experts are used for accreditation and re-accreditation decisions by the AR, the majority of whose members are international experts. The results are not made public.

The 1999 University Accreditation Act regulates the accreditation procedures for private

universities (accounting for around 1 % of students in higher education) and establishes the responsibilities and decision-making powers of the AR. Under the regulations of the Act, private universities have to submit an annual development report, as well as documentation and the results of evaluation procedures in the areas of teaching and research carried out by the university. Accreditation, which lasts for five years, is based on a site visit by an expert panel. The AR decision must be approved by the responsible federal minister.

The evaluation procedures which are applied in a similar manner by all the accreditation and evaluation bodies are based on three general stages: self evaluation/documentation, external evaluation including peer review and a follow-up.

In general, all higher education institutions in Austria practice continuous evaluation of courses and teaching by means of student surveys. Students are often involved in self-evaluation processes prior to external evaluations. The Austrian Students Union (ÖH) is a member organisation of AQA, and represented on its management board and in its general assembly.

The Universities Act 2002 (Art. 14) lays down the obligation on the part of universities to establish an **internal quality** management system. Several elements are further specified: continuous internal evaluation, evaluation of the activities and performance of university teachers and external evaluation initiated by the university council, the rector or the Federal Ministry for Education, Science and Culture (BMBWK). Performance agreements (*Leistungsvereinbarungen*) are a key concept in establishing profiles and services and provide a basis for the funding of public universities (comprising around 90 % of students in higher education). University responsibilities and the achievement of stated goals are taken into consideration in the negotiation process. Evaluations and quality assurance measures are considered in the performance agreements and are normally conducted in accordance with international standards and generally accepted procedures. There is no legal obligation to accredit public universities or their study programmes.

The 1993 Study Act founding the *Fachhochschulen* (accounting for around 8 % of students in higher education) contains regulations for their internal quality assurance procedures (e.g. regular evaluation of courses through student surveys). It also prescribes an

AUSTRIA

obligation for accreditation and re-accreditation of study programmes (after a maximum period of five years) by the FHR. The 2004 Evaluation Decree specifies the procedures for the external evaluation of study programmes and institutions with a view to their re-accreditation. The decision to re-accredit is generally taken on the basis of external evaluation, which is co-ordinated by an independent quality assurance agency. The external evaluation process follows three main

stages: (1) self-evaluation and a report, (2) a site visit by an expert team of at least three members, and (3) an evaluation report and follow-up.

The AQA is a full member of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) and has observer status with the Central and Eastern European Network of Quality Assurance Agencies (CEEN). The FHR and AR are full members of the

European Association for Quality Assurance in Higher Education (ENQA) and INQAAHE, as well as founder members of the D-A-CH Network (a regional network of accreditation agencies in Germany, Austria and Switzerland). They are also members of the European Consortium for Accreditation in Higher Education (ECA) and of the CEEN. The FHR is a member of the Joint Quality Initiative.

Legislation and/or official references

Date	Term in English	Term in the national language
1993 (amended on 1 May 2002)	Fachhochschul-Study Act	Fachhochschul-Studiengesetz
1999	University Accreditation Act	Universitäts-Akkreditierungsgesetz
1999	Academies Studies Act	Akademien-Studiengesetz
2002	University Act 2002	Universitätsgesetz
August 2002	University Studies Evidence Decree	Universitäts-Studienevidenzverordnung
2003	Austrian Agency for Quality Assurance – Statutes	Österreichische Qualitätssicherungsagentur – Vereinsstatuten des FHR
2004	Evaluation Decree of the FH Council	Evaluierungsverordnung des FHR

For national statistics, see the Annexe at the end of the report.

BOSNIA AND HERZEGOVINA

Following the 2003 Berlin Conference, the drafting of the Framework Law on Higher Education was initiated under the auspices of the Ministry of Civil Affairs. The draft was completed on 18 December 2003 and was submitted for parliamentary procedure and is still to be adopted. The Framework Law on Higher Education incorporates the main principles of higher education which have been or are being established in the European Higher Education Area.

According to current laws and regulations dating from 1999, higher education institutions are financed by entity ministries of the Republic of Srpska (RS) or cantonal ministries of the Federation of Bosnia and Herzegovina (FBiH). All activities related to higher education are based on entity (RS) or cantonal (FBiH) legislation on higher education. The role of the state-level Ministry of Civil Affairs is to coordinate activities between the entities.

Over the past 30 years, a **two-cycle** structure has existed in all the countries of former Yugoslavia, including Bosnia and Herzegovina. However, not all faculties and departments have second-cycle studies. Furthermore, the third cycle (**doctoral studies**) has still not been revised pursuant to the Bologna rules. The preparation of a doctorate only entails

independent research for the purpose of a doctoral thesis. There are no organised doctoral studies. Doctoral candidates are considered to have acquired adequate experience during the preparation of their Master's thesis (which is compulsory in order to proceed with a doctoral thesis) and are expected to make an individual contribution to knowledge in a given area through independent research.

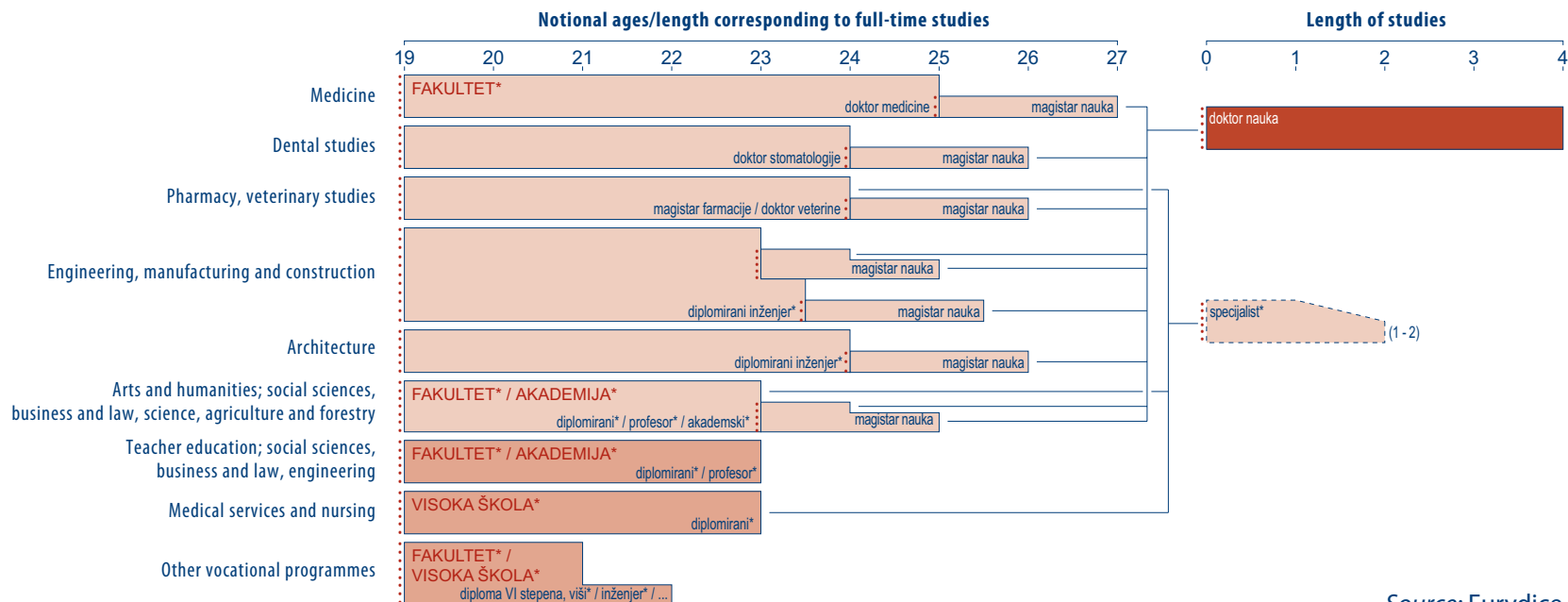
The establishment of **ECTS** is underway at universities and is referred to in Articles 52-54 of the Framework Law on Higher Education. Moreover, the acceptance of this system is anticipated in the quality assurance documents of some universities and in their new statutes. Two out of eight universities have introduced the ECTS system into their statutes for their graduate programmes (60 credits per academic year based on the total random load per student), although it is still not in force. Some of them have also begun an experimental phase of ECTS in the current academic year, with the two systems existing in parallel.

The obligation to introduce the **Diploma Supplement** is also included in the Framework Law on Higher Education and most universities and many faculties have prepared drafts of this document. Its widespread application is

expected as of the 2005/06 academic year. It will be issued free of charge and on request, in English and the local language.

The overall **quality assurance** process at state/entity (FBiH and RS) level is described in Article 49-54 of the Framework Law on Higher Education. These Articles focus in particular on the quality assurance process and procedures in the higher education institution itself (i.e. the university) which, according to the Framework Law, 'bears primary responsibility for the quality of its study courses and programmes' (Article 51).

In Articles 46-49, the Framework Law on Higher Education provides a legal basis for the establishment of the Centre for Information, Recognition and Quality Assurance (CIRQA) which is, in essence, the BiH ENIC/NARIC centre. Its operations and activities are described in Article 43-48 of the Framework Law on Higher Education. CIRQA will be a state-level institution with responsibilities including, inter alia, conditions and criteria for establishing quality assurance in higher education. The Centre will approve common licensing norms for higher education institutions and establish clear, transparent and accessible criteria governing procedures for **accreditation**, quality audit and quality assessment of higher



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (institutional level)	<i>qualification</i>	Intermediate diploma	-/n/-	Compulsory work experience + its duration	(n- x) From n year(s) minimum to x year(s) maximum
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places (national/regional level)	<i>qualification</i>	Qualifying degree	*	Qualification + field of specialisation	(Δ) Variable duration

BOSNIA AND HERZEGOVINA

education institutions. It will also appoint committees of experts including international experts, and conduct procedures of accreditation, quality audit and quality assessment of higher education institutions.

The Framework Law on Higher Education does not specify the composition of the governing boards of quality assurance agencies. It stipulates that as part of international assistance to higher education, it is possible to

appoint a foreign national as director for a term of office which may not exceed two years (Article 47 of the Framework Law). CIRQA should be established when the Framework Law on Higher Education is adopted.

All eight universities in Bosnia and Herzegovina have carried out their **internal evaluations** under EUA supervision. The **external evaluation** of seven of the universities (i.e. all

except the one which became independent in 2004) was carried out by EUA in 2004.

Representatives of the students' union were included in the process of internal evaluation.

There is no participation within the European Association for Quality Assurance in Higher Education (ENQA) because an accreditation agency does not yet exist.

Legislative and/or official references

Date	Term in English	Term in the national language
21 July 1993 amended last time in 2004	Law on University in Republic Srpska	Zakon o Univerzitetu u Republici Srpskoj
1998 amended last time in 2004	Law on University in Bihać	Zakon o Univerzitetu u Bihaću
14 July 1999 amended last time on 26 June 2004	Higher Education Law of Zenica-Doboj Canton	Zakon o visokom obrazovanju Zeničko-Dobojskog Kantona
19 July 1999 amended last time in 2004	Higher Education Law of Tuzla Canton	Zakon o visokom obrazovanju Tuzlanskog Kantona
4 October 1999 amended last time in 2004	Higher Education Law of Sarajevo Canton	Zakon o visokom obrazovanju Kantona Sarajevo
18 December 2003 in parliamentary procedure (not yet adopted)	Framework Law on Higher Education	Okvirni zakon o visokom obrazovanju

For national statistics, see the Annexe at the end of the report.

BELGIUM – GERMAN-SPEAKING COMMUNITY

The most recent reform concerned with the organisation of higher education dates from 3 July 1984. It dealt with teacher education (extending the period of study from two to three years) in the *Pädagogische Hochschulen* (higher teacher training institutes).

Because the provision of higher education in the German-speaking Community of Belgium is not at all widespread, the great majority of young people who study at this level do so in the French Community of Belgium or in Germany. No tangible reform associated with the aims of the Bologna Process has therefore been initiated.

ECTS has not been introduced. However, a draft decree of September 2004 concerned with the establishment of an autonomous Institute for Higher Education has been

discussed within parliamentary committee since March 2005. Debates deal among other things with the organisation of curricula on the basis of ECTS, aiming at using it both for transfer and accumulation.

The **Diploma Supplement** has not been implemented.

No plan in terms of **quality assurance** has been introduced, but a section of the draft decree dated September 2004 deals with measures to promote and monitor quality assurance.

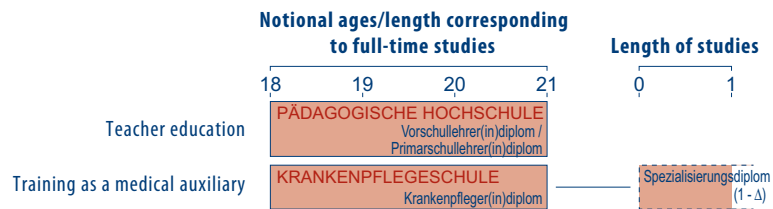
A decree of 30 June 2003 for the implementation of urgently required measures in education has expanded paramedical training in higher education by introducing scope for specialisation in a further one-year of training for graduate nurses which leads to the

qualification of *spezialisierter graduierter Krankenpfleger* (specialist graduate nurse).




The planned reform (draft decree of September 2004) will mainly aim at bringing together in a single higher education institute the three institutes existing today in the German-speaking Community more particularly by fusing the two *Pädagogische Hochschulen* (higher education institutes for teacher training). The first step of this reform was launched in February 2005 with the adoption of a special decree on the establishment of a higher education institution. The second step will consist of the adoption of a decree dealing with aspects on content, organization and financing of studies, recruitment and status of staff, etc. Completion of this project is put forward as 1 September 2005 by the Ministry of Education.

Legislative and/or official references

Date	Term in English	Term in the national language
3 July 1984	Ministerial circular amending the duration of initial teacher education in the related higher education institutions	Ministerielles Rundschreiben, durch das die Lehrer-Erstausbildung in den Pädagogischen Hochschulen (Tertiärbildung kurzer Studiendauer) von 2 auf 3 Jahre verlängert wird.
30 June 2003	Decree on urgently required measures in higher education	Dekret über dringende Maßnahmen im Unterrichtswesen
21 February 2005	Special decree on the establishment of an autonomous higher education institution	Sonderdekret zur Schaffung einer autonomen Hochschule



Source: Eurydice.

 ISCED 5A (1st or 2nd programme)	 ISCED 6 programme	 Selection procedure at point of entry (institutional level)	<i>qualification</i> Intermediate diploma	-/n/-	Compulsory work experience + its duration	(n- x)	From n year(s) minimum to x year(s) maximum
 ISCED 5B (1st or 2nd programme)	 Further qualification	 Selection procedure/limitation of places (national/regional level)	<i>qualification</i> Qualifying degree	*	Qualification + field of specialisation	(Δ)	Variable duration

BELGIUM – FRENCH COMMUNITY

The Bologna reform is above all apparent in the adoption of the decree of 31 March 2004, which specifies the remit of higher education, facilitating its inclusion within the European Higher Education Area and providing fresh funding for universities.

The decree governs the structure of (full-time) university and non-university higher education, as well as that of social advancement courses corresponding to full-time non-university higher education.

The pattern in which courses are structured into **two basic cycles** and then a **third research-oriented cycle** is gradually being introduced with effect from the 2004/05 academic year for all types of higher education, except in the case of short courses. At present, this mainly applies to the first year of studies. Higher education is currently in a transitional period in which two systems will co-exist until 2009.

Entry to third-cycle programmes is possible after obtaining a Master's qualification (120 credits). These programmes consist of doctoral courses (60 credits) which lead to a research training certificate and offer graduates a high-level academic and professional qualification. They may also consist of research for a doctoral thesis (at least 180 credits) which,

if successfully defended, leads to the qualification of doctor. They are provided in *écoles doctorales* (doctoral 'schools') belonging to one or several *académies universitaires* (university associations).

Since the 2004/05 academic year, all programmes (including doctoral programmes) are offered with **ECTS** credits (1 year of study equals 60 credits). The system is used for both credit transfer and accumulation.

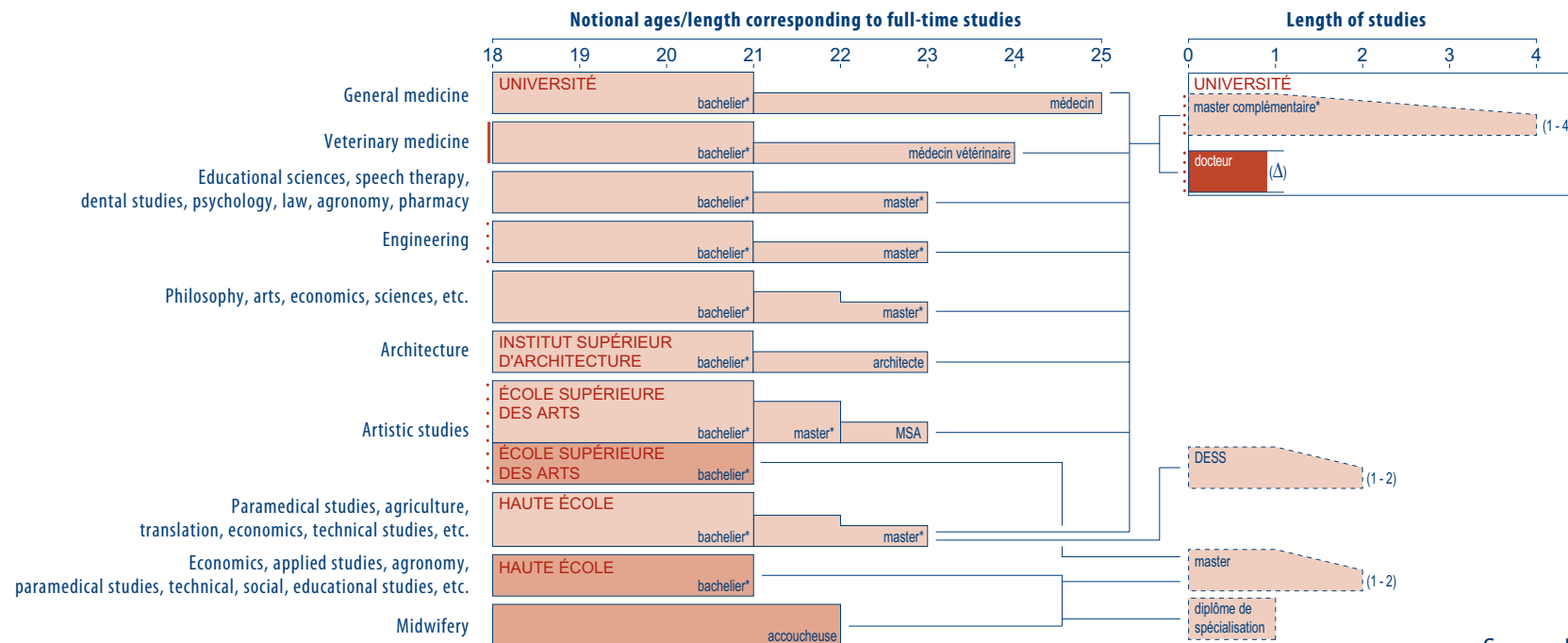
The **Diploma Supplement** was adopted in 2004/05 and was made compulsory by law in all types of higher education. The example used at *Hautes Écoles* and *Écoles supérieures des Arts* is regulated by government, while the one used at universities is established by the CIUF (Interuniversity Council of the French Community). Universities already began issuing the Supplement in 2002 on an optional basis, and certain *Hautes Écoles* followed suit in 2003/04. It is issued in French automatically and free of charge to all students. Institutions may choose to issue it in English.

Following the November 2002 decree concerning the introduction of **quality evaluation** in higher education, the *Agence pour l'évaluation de la qualité de l'enseignement supérieur* (Agency for Higher Education Quality

Evaluation) was established, and has been in official operation since January 2004.

Apart from representing the French Community vis-à-vis national and international bodies in the area of higher education quality evaluation, the Agency facilitates co-operation among all parties in higher education as a means of encouraging practices to improve quality at each institution. It is also responsible for ensuring the evaluation of higher education by drawing attention to good practice, as well as to inadequacies and problems that must be overcome. Finally, it must submit proposals to policy-makers for improving the overall quality of higher education. Students participate in the activities of the Agency, with three representatives chosen from a list put forward by student bodies. The Agency selects experts for purposes of **external evaluation**. The committee consists mainly of a representative from the professional world and academics from the discipline undergoing evaluation. There is a preference for foreign specialists who are not involved in any way with the institutions being evaluated. Students are interviewed by the experts during the visits.

The expert committee drafts a confidential report on each institution visited, which is communicated solely to its management and



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (institutional level)	<i>qualification</i>	Intermediate diploma	-/n/-	Compulsory work experience + its duration	(n- x)	From n year(s) minimum to x year(s) maximum
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places (national/regional level)	<i>qualification</i>	Qualifying degree	*	Qualification + field of specialisation	(Δ)	Variable duration

DESS *Diplôme d'Études Supérieures Spécialisées*

MSA *Master spécialisé artistique*

Only the new system introduced in 2004/05 is shown in the diagram. Higher education is at present in a transitional phase in which two systems will coexist until 2009. Under the decree of 8 May 2003, a competitive entrance examination has been introduced for veterinary medicine in the 2003/04, 2004/05 and 2005/06 academic years. In the case of doctors, dentists and physiotherapists, the federal government of Belgium has set limits on the number of places.

BELGIUM – FRENCH COMMUNITY

the president of the Agency. On completing an evaluation, the Committee drafts a 'horizontal' report which includes general comments and information regarding all institutions, without naming them. It is forwarded to the management of all the institutions concerned and to members of the Agency. The latter comment on the report, which is then passed on to the minister responsible for higher education for submission to the government.

The November 2002 decree states that higher education institutions must set up their own **internal evaluation** committees. In addition, each institution must nominate a resource person to act as an intermediary between the Agency and the institution itself in order to

pass on information and encourage the participation of institutions.

Strictly speaking, there is no **accreditation** system for higher education institutions in the French Community. However, it is reasonable to think in terms of an 'ex ante' accreditation system, as only institutions that satisfy criteria established by the regulations may be recognised and subsidised by the French Community. Recognised institutions may provide courses only in subjects for which authorisation has been granted under the regulations. They alone may award qualifications which are recognised academically or in law (in the case of those giving access to regulated professions in

particular). Universities may have their authorisation to offer certain *master complémentaire* programmes (specialised programmes open to holders of a first *Master's* qualification) temporarily withdrawn if the number of students enrolled is not sufficient. Given their autonomy, higher education institutions are free to seek the accreditation of professional or sectoral bodies, but this has no legal implications (for example with regard to funding). There is no accreditation procedure for totally private institutions.

The Agency has expressed an interest in joining ENQA (the European Association for Quality Assurance in Higher Education).

Legislative and/or official references

Date	Term in English	Term in the national language
14 November 2002	Decree establishing the Agency for Higher Education Quality Evaluation	Décret créant l'Agence pour l'évaluation de la qualité de l'enseignement supérieur
31 March 2004	Bologna Decree specifying the remit of higher education in the French Community	Décret de Bologne définissant l'enseignement supérieur en Communauté française

For national statistics, see the Annexe at the end of the report.

BELGIUM – FLEMISH COMMUNITY

The most recent arrangements linked to the Bologna Process are specified in the Higher Education Act of 4 April 2003, which reforms the structure of higher education.

The degree structure based on **three main cycles** constitutes the core of the Act, which introduced this new structure for all programmes in the 2004/05 academic year. The transitional period between the previous system and the new one should end in 2006. For longer programmes, it may last until 2010.

The old system is transformed into a binary system consisting of professionally-oriented Bachelor's degrees in non-university higher education and two-tier Bachelor's and Master's degrees in universities, as well as non-university higher education institutions. By means of the mechanism of bridging courses (*schakelprogramma*), holders of professionally-oriented Bachelor's degrees may have access to Master's programmes.

The Higher Education Act also offered the opportunity to establish associations between universities and non-university institutions (*Hogescholen*). An association is the officially registered cooperation between a university and one or more *Hogescholen*.

Doctorates (*Doctor*) as the highest level of specialisation in scientific research are based on an original research project resulting in the public presentation of a doctoral thesis. The Higher Education Act does not specify any minimum or maximum duration for this kind of programme (although the average duration is 6½ years). This degree is only offered at the six universities and at two by virtue of the law on registered higher education institutions (theological institutions). Joint and double doctoral degrees in co-operation with foreign universities are possible in law. Doctoral programmes are open to graduates with a relevant foreign Master's degree, in some cases after a preliminary examination depending on the field of study.

A credit system based entirely on **ECTS** has been applied to university programmes (both in terms of transfer and accumulation) since 1991 and to non-university higher education programmes since 1994. The new Higher Education Act endorses the compatibility of the existing credit system with ECTS.

A compulsory **Diploma Supplement** has been awarded automatically to all students regardless the programme followed, at university level since 1991 and at non-university level since 1994. The new Higher

Education Act endorses the concept of a Diploma Supplement and the Flemish one is now adapted to the international one. The Diploma Supplement is free of charge. It is automatically delivered in Dutch and upon students' request in English.

As regards **quality assurance**, compulsory **external quality** control, based upon a self-assessment report and a site visit by a panel of peers, world of work/professionals and (international) experts, results in a public report on each programme and the state of the art of that programme in the Flemish Community. Together with the stakeholders, the NVAO has worked out a frame of reference, which will be used to evaluate and accredit programmes.

Internal quality control derives from the autonomy of higher education institutions and the report is used in the first stage of external evaluation. This quality control is the starting point for all evaluation.

The concept of **accreditation** has been incorporated into the Higher Education Act. As accreditation will be organised in close cooperation with the Netherlands, an independent Dutch-Flemish Accreditation Body (*Nederlands-Vlaams Accreditatie Orgaan*, or NVAO) has been set up since 3 September 2003. This co-operation initiated the Joint

BELGIUM – FLEMISH COMMUNITY

Quality Initiative and played an important role in the establishment of the European Consortium for Accreditation (ECA). ECA functions as a platform for automatic and mutual recognition of the accreditation decisions of its members and has produced a

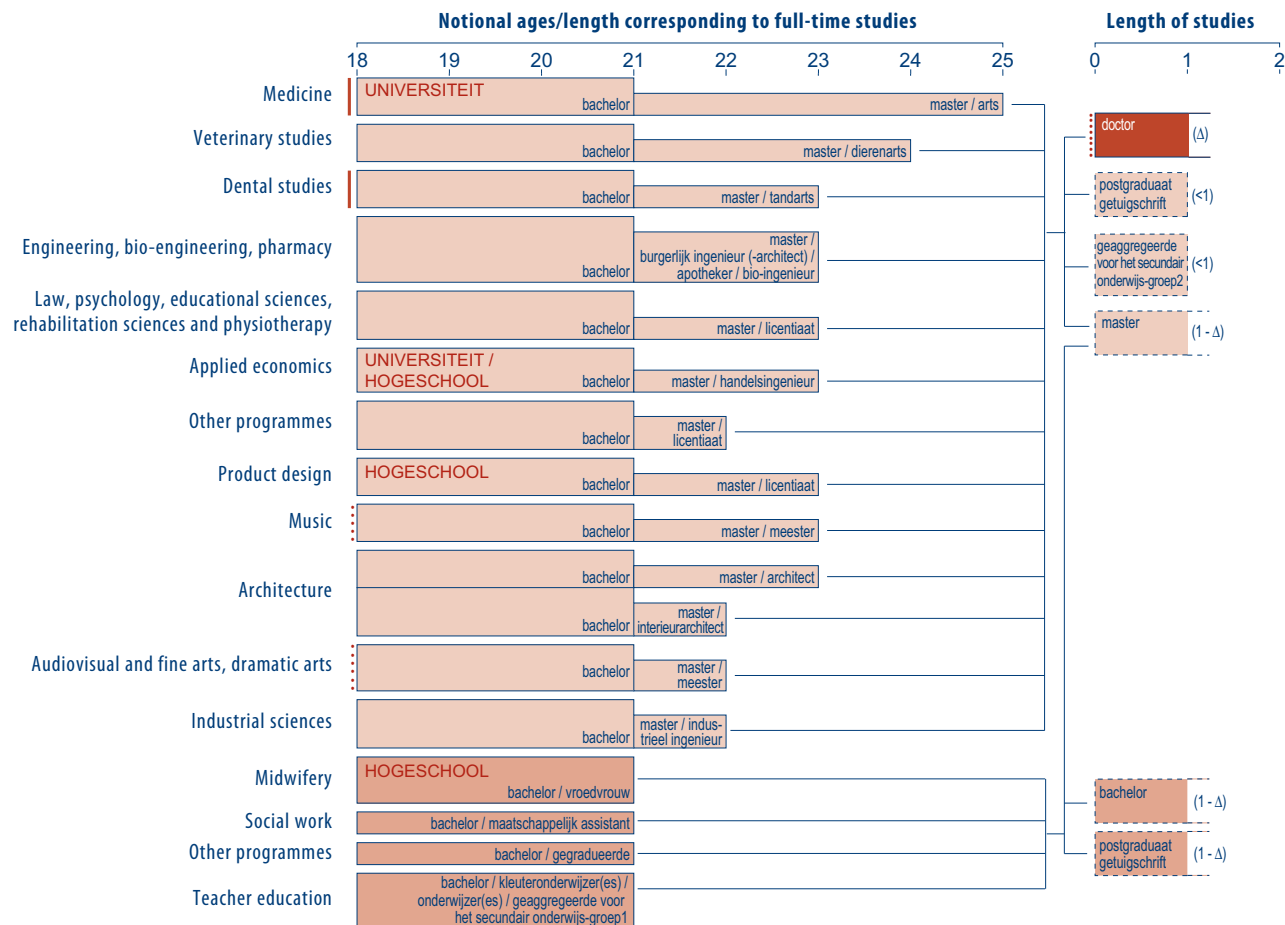
code of good practice. Accreditation is the final step in the programme quality control system used by all Flemish Community higher education institutions. Students are involved at every stage.

The Flemish Community of Belgium is a member since 2000 of the European Association for Quality Assurance in Higher Education (ENQA) through the VLIR (Flemish Inter-university Council) and the VLHORA (Flemish Council of *Hogescholen*).

Legislative and/or official references

Date	Term in English	Term in the national language
4 April 2003	Higher Education Act restructuring higher education in Flanders	Decreet betreffende de herstructurering van het hoger onderwijs in Vlaanderen
21 April 2004	Higher Education Act on the flexible organisation of education	Decreet betreffende de flexibilisering van het hoger onderwijs in Vlaanderen

For national statistics, see the Annexe at the end of the report.



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (institutional level)	<i>qualification</i>	Intermediate diploma	-/n/-	Compulsory work experience + its duration	(n- x)	From n year(s) minimum to x year(s) maximum
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places (national/regional level)	<i>qualification</i>	Qualifying degree	*	Qualification + field of specialisation	(Δ)	Variable duration

BULGARIA

In June 2004, the Parliament adopted the last amendments to the 1995 Higher Education Act.

The degree structure based on **three main cycles** was first implemented under the 1995 Higher Education Act. After the adoption of the Bologna Declaration (1999), the structure was reshaped, and holders of a Bachelor's degree were given the right to apply for doctoral studies. After the Berlin Conference (2003), the legislation was accordingly amended, thus only a Master's degree gives access to **doctoral studies** whose course of instruction lasts a minimum of three years (full-time) or four years (part-time). The higher education institution may offer provision for the third degree in listed fields of specialisation for which it has been accredited. Doctorands are trained according to individual curricula (including training and research activities) and have to prepare and defend a dissertation. Training is carried out under the guidance of a scientific supervisor appointed by the Faculty Council of the higher education institution concerned. Doctorate training can also be undertaken by research organisations such as the Bulgarian Academy of Sciences and the Centre for Agrarian Studies in the fields for which these organisations are accredited. No special compulsory preparatory programmes or courses lead to these studies. The doctorate is

conferred on doctorands who have passed the examinations specified in the curriculum and who have defended their dissertation in accordance with the requirements of the Scientific Degrees and Scientific Titles Act.

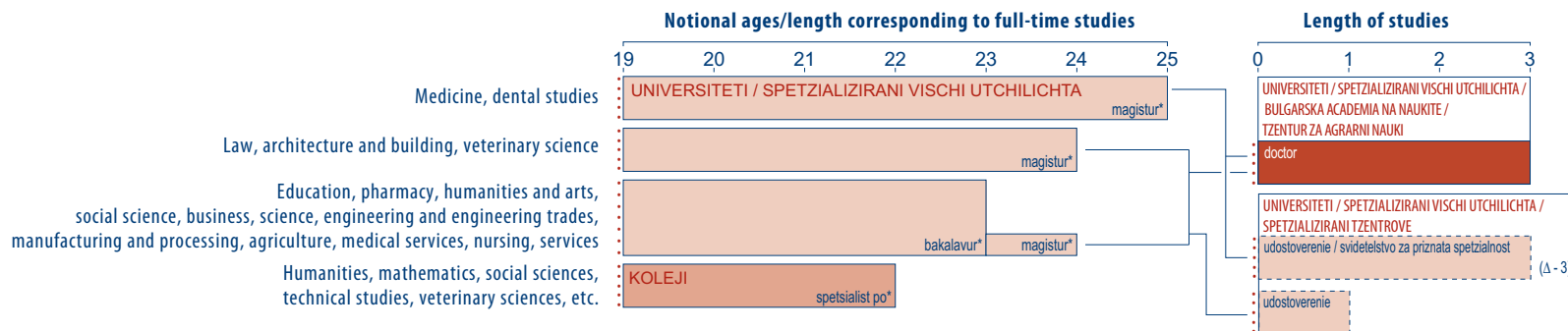
The amendments to the Higher Education Act adopted in June 2004 and the ordinance for the implementation of **ECTS** in higher education institutions for credit accumulation and transfer (October 2004), provide the legal framework for its practical implementation. The system is mandatory for all institutions and study programmes for students admitted in 2004/05.

The **Diploma Supplement** was introduced in accordance with the amendments to the Higher Education Act adopted in June 2004. The secondary legislation related to the use of the Supplement is the ordinance on state requirements regarding the content of basic documents issued by higher education institutions, which was adopted by the Council of Ministers' Decree in August 2004. The Diploma Supplement has also been promoted by a variety of means (including seminars at national and university level, information brochures, meetings, etc.) in order to assist institutions with these activities. With effect from 2004/05, all graduates receive the

Diploma Supplement automatically and free of charge in one of the widely spoken languages in the EU and in Bulgarian.

In recent years, the **evaluation and accreditation** system in Bulgaria has undergone considerable fresh development in terms of its scope and framework, and the methods and structure of the National Evaluation and Accreditation Agency established in 1995 have been subject to change and innovation. As a result, the Agency and higher education institutions hope to improve the transparency and comparability of the system for both students and employers. All such changes reflect widespread concern within the Bulgarian academic community regarding the quality of higher education and the need to develop, maintain and improve high quality academic programmes for its students and other stakeholders. The changes call for the creation of efficient and effective organisational structures within which programmes can be provided and supported, and are motivated by greater respect for institutional autonomy and the understanding that quality is primarily the responsibility of institutions themselves.

In 2003/04, the Agency made a considerable effort to develop and improve its evaluation



Source: Eurydice.

■ ISCED 5A (1st or 2nd programme)	■ ISCED 6 programme	⋮ Selection procedure at point of entry (institutional level)	<i>qualification</i>	Intermediate diploma	-/n/-	Compulsory work experience + its duration	(n - x) From n year(s) minimum to x year(s) maximum
■ ISCED 5B (1st or 2nd programme)	□ Further qualification	▬ Selection procedure/limitation of places (national/regional level)	<i>qualification</i>	Qualifying degree	*	Qualification + field of specialisation	(Δ) Variable duration

BULGARIA

and accreditation methods. Many of its proposals were incorporated into the new amendments of the Higher Education Act (in effect since June 2004). A number of paragraphs had been reworded, with a shift towards the evaluation of quality, rather than the evaluation of compliance with state requirements. Institutional accreditation is now explicitly linked to the evaluation of the effectiveness of **internal quality assurance** processes and structures. Programme assessment methods are also shifting from a programme-by-programme approach to subject-level evaluation. The 52 subject fields in the National Classifier will be evaluated in the next two to three years, as the new method suggests a considerable reduction in the scope of the assessment exercise. Additional measures to enhance the effectiveness of Agency work are concerned with the new accreditation powers transferred from the Accreditation Council to eight subject-level standing committees. The latter have been responsible for the final accreditation of

programmes since June 2004. The duration of the accreditation is five to six years.

Another innovation in Agency methods consists in the introduction of post-accreditation monitoring, which will become effective after the expected approval of the Agency's new statute by the Council of Ministers. To this end, the Agency is establishing a separate unit responsible for follow-up reviews, which may have serious consequences for the institutions visited, including possible withdrawal of accreditation. This legal and structural move on the part of the Agency reflects greater awareness of the need to protect the interests of society in the quality of higher education.

Agency management is also likely to be improved following the establishment of its new Accreditation council. The Rectors Conference quota in the Council rises from four to six members, and the new body for the next six years will consist of eleven members, including the President and the Vice-President.

The Vice-President is nominated from the Rectors Council quota and will be responsible for post-accreditation monitoring.

Foreign experts are not involved in quality assurance procedures.

With the last amendments to the Higher Education Act, the representatives of the Student Council of the higher education institution could participate in the monitoring of the internal quality assurance processes and education quality maintenance.

The National Evaluation and Accreditation Agency is a member of the SEE regional network (Central and East European Network of Quality Assurance Agencies) which works in close co-operation with the European Association for Quality Assurance in Higher Education (ENQA). The National Agency plans to apply for ENQA membership.

BULGARIA

Legislative and/or official references

Date	Term in English	Term in the national language
27 December 1995	Higher Education Act	Закон за висшето образование
9 May 1972, last amendments 4 July 2000	Scientific Degrees and Scientific Titles Act (State Gazette issue No. 54/04.07.2000)	Закон за научните степени и научните звания, ДВ бр. 54 от 4.07.2000 г.
4 June 2004	Amendments to the Higher Education Act (State Gazette issue No. 48/04.06.2004).	Закон за висшето образование, ДВ, бр. 48 от 4.06.2004 г.
12 August 2004	Ordinance on the state requirements on the content of the basic documents issued by the higher education institutions, Decree No. 215 as of 12.08.2004	Наредба за държавните изисквания към съдържанието на основните документи, издавани от висшите училища, приета с ПМС №215 от 12.08.2004 г., обн., ДВ, бр.75 от 27.08.2004 г.
12 October 2004	Ordinance No. 21 for the implementation of a system for credits accumulation and transfer within the higher education institutions (State Gazette issue No. 89/12.10.2004)	Наредба №21 от 30.09.2004 г. за прилагане на система за натрупване и трансфер на кредити във висшите училища, обн. ДВ, бр. 89 от 12.10.2004 г.

For national statistics, see the Annexe at the end of the report.

SWITZERLAND

CH

Due to a complex system of shared responsibility between the federal and cantonal authorities, legal competence for implementation of the Bologna reform at university level has been delegated by federal law to the Swiss University Conference (CUS), the cooperative body of the federal government and the cantons. In December 2003, the CUS approved directives for the coordinated reorganisation of teaching at Swiss universities. These directives constitute the legal basis for the reform.

For the *Fachhochschulen* (universities of applied sciences) and *Pädagogische Hochschulen* (institutions for teacher education), similar directives for the Bologna reform were adopted by the Council for Universities of Applied Sciences in 2002.

A structure based on **two main cycles** has been partly introduced in the universities and the *Pädagogische Hochschulen*. Since the beginning of the 2004/05 academic year, a considerable number of study programmes have adopted the Bachelor's/Master's structure. The *Fachhochschulen* are implementing their Bachelor's programmes in the autumn of 2005. Fifty percent of first-year students are currently entering the new system and, by

2010, all institutions and study programmes will have been completely reorganised.

The structure and content of the **doctorate programmes** are not organised in a uniform manner but established independently by individual universities. The completion of a Master's degree or its equivalent is required for access to doctoral programmes and there are no compulsory preparatory programmes. Some universities offer theoretical courses that students take while pursuing their individual research.

No joint or double doctorates are awarded by two or more Swiss universities. At European level, joint degrees can be awarded in cooperation with a French or Italian university in accordance with bilateral treaties concluded by the Rectors' Conference of the Swiss Universities (CRUS). The two federal universities (federal institutes of technology) do not yet participate in these programmes.

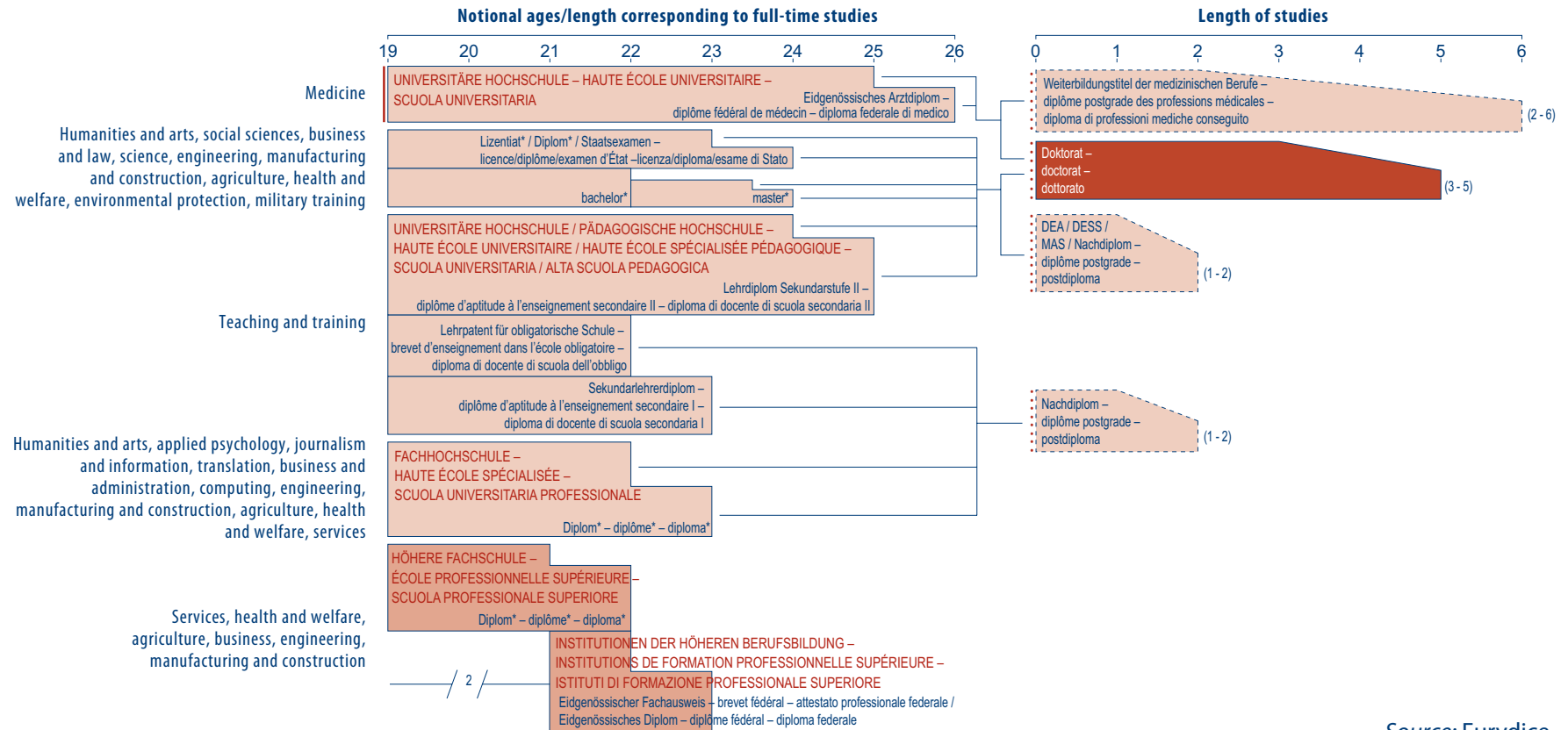
ECTS is being introduced at the same time as the Bachelor's and Master's study programmes (180 and 90-120 credits respectively). In 2005, all universities must have prepared their institutional regulations for introducing the new two-cycle study structure including ECTS which is used for both transfer and accumulation. By 2010, all study programmes

will have incorporated ECTS. The *Pädagogische Hochschulen* have already introduced the system across all their programmes.

While ECTS is mandatory for further education Master's programmes (Master of Advanced Studies), as well as normal Bachelor's and Master's courses, this is not the case for doctoral programmes.

In 2002, the CRUS issued recommendations for introducing the **Diploma Supplement** at universities and these are now due for implementation. The Supplement will be available at all institutions and for all degree programmes free of charge. It will be issued automatically to all students with their qualification, in the language of the university (e.g. German, French or Italian) and in English. The *Fachhochschulen* have issued the Diploma Supplement since 2000 on the basis of a voluntary agreement with no legislation. The *Pädagogische Hochschulen* are also currently preparing to introduce the Diploma Supplement, possibly in the 2005/06 academic year.

The body responsible for **external quality assurance** is the Centre for Accreditation and Quality Assurance of the Swiss universities (OAQ) established on 1 October 2001. It receives half of its funding from the university



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (institutional level)	<i>qualification</i>	Intermediate diploma	-/n/-	Compulsory work experience + its duration	(n - x)	From n year(s) minimum to x year(s) maximum
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places (national/regional level)	<i>qualification</i>	Qualifying degree	*	Qualification + field of specialisation	(Δ)	Variable duration

MAS Master of Advanced Studies

The field 'humanities and arts, social sciences... military training', which offers a structure with two main cycles, accounts for around 70 % of the total student population.

SWITZERLAND

CH

cantons, and the other half from the federal government. It currently operates solely at national level and reports back to the CUS. It performs its tasks in close collaboration with the CRUS.

On behalf of the State Secretariat for Education and Research (SER), the OAQ has to check every four years whether the quality assurance systems of the universities are compatible with internationally accepted standards, and whether they result in high quality output in education and research. Federal funding of the cantonal public universities is partly linked to the results of these so-called 'quality audits'. On 1 July 2003, audits were started at the 10 cantonal universities. On-site visits were conducted by experts with reference to the self-evaluation reports. On the basis of the experts' reports, the OAQ then wrote final reports in July 2004. The audit process was itself evaluated.

In all forms of external quality assurance, an **internal assessment** (self-evaluation) precedes external assessment.

OAQ procedures and quality standards are based on international good practice. OAQ performed an in-depth review of foreign accreditation and evaluation systems before developing its own procedures.

Students do not take part directly in the governance of OAQ, but they are involved in all quality assessments (in producing the self-evaluation reports, and as interview partners during on-site visits).

OAQ is carrying out various forms of quality assessment such as **accreditation** (procedures at institutional and programme levels in both the public and private higher education sectors, and for 'conventional learning' and distance learning/e-learning), quality audits and evaluations of institutions as part of federal recognition of new institutions. In addition to these tasks, the OAQ is also offering services in the field of quality assurance.

The OAQ Scientific Council includes several academics of international standing. The Council prepares accreditation decisions on behalf of the CUS. The expert groups established for external evaluations and accreditation procedures must include a majority of peer members employed outside Switzerland.

An accreditation system has been in place since 2002. It is open to public and private academic institutions and their study programmes. Accreditation is a three-stage procedure consisting of self-evaluation by the unit undergoing accreditation, an on-site visit by an

international group of independent experts and then the accreditation decision based on the first two stages. The main focus of accreditation is teaching and learning. If the result is positive, the unit will either be granted unconditional accreditation for seven years, or conditional accreditation for a set period during which it has to rectify shortcomings observed during the process.

Accreditation is a voluntary process (particularly for universities). The objective is not to accredit all institutions or all programmes on offer, but rather to use accreditation in cases in which it will be of particular benefit to the academic units concerned.

Following a revision of the law relating to *Fachhochschulen* due to take effect from 2005 onwards, accreditation will become mandatory for these institutions and their study programmes.

Accreditation results have to be published, although under national data protection laws, negative accreditation decisions cannot be published.

Pädagogische Hochschulen are subject to a specific evaluation procedure. The Swiss Conference of the Cantonal Ministers of Education is responsible for evaluating and

SWITZERLAND

recognising the study programmes of these schools. Evaluation and recognition procedures comprise the following steps: submission of a report to the authorities; a preliminary decision on the basis of the report; an on-site visit by a team of experts; a proposal for a decision by the recognition commission; and a decision by the Conference of the Cantonal Ministers of Education. International experts from a related field, as well as students, are involved in the evaluation and recognition procedures.

OAQ actively participates in several European networks for quality assurance and accreditation. Memberships include the Joint Quality Initiative (JQI), the European Consortium for Accreditation (ECA, cofounded in 2003), and the regional network D-A-CH (founded in 2003). Switzerland has also expressed an interest in joining the European Association for Quality Assurance in Higher Education (ENQA) in 2005.

In addition, it is a member of the corresponding quality assurance networks and organisations at international level (INQAAHE), UNESCO/OECD forums on accreditation/QA and on cross-border education.

Legislative and/or official references

Date	Term in English	Term in national language
4 October 1991	The Federal Institutes of Technology Act	Bundesgesetz über die Eidgenössischen Technischen Hochschulen (ETH-Gesetz)
6 October 1995	The Federal Universities of Applied Sciences Act	Bundesgesetz über die Fachhochschulen (Fachhochschulgesetz)
8 October 1999	Federal Act on Aid to Universities and Cooperation in Higher Education	Bundesgesetz über die Förderung der Universitäten und über die Zusammenarbeit im Hochschulbereich (Universitätsförderungsgesetz, UFG)
30 January 2002	CRUS Recommendations linked to the implementation of the Diploma Supplement in Swiss universities	Empfehlungen der CRUS zur Einführung des Diploma Supplement an den schweizerischen Universitäten
5 December 2002	Directives for the implementation of the Bologna declaration in universities of applied sciences and universities of applied sciences for teacher education	Richtlinien für die Umsetzung der Erklärung von Bologna an den Fachhochschulen und den Pädagogischen Hochschulen
4 December 2003	Directives for the coordinated renewal of teaching at Swiss Universities within the framework of the Bologna process (Bologna Directives)	Richtlinien für die koordinierte Erneuerung der Lehre an den universitären Hochschulen der Schweiz im Rahmen des Bologna-Prozesses

SWITZERLAND

Date	Term in English	Term in national language
14 May 2004	CRUS Regulation for the denomination of diplomas in accordance with the Bologna reform	Regelung der CRUS für die einheitliche Benennung der universitären Studienabschlüsse im Rahmen der Bologna-Reform
16 June 2004	CRUS Recommendations for the coordinated renewal of teaching at Swiss Universities within the Bologna process	Empfehlungen der CRUS für die koordinierte Erneuerung der Lehre an den universitären Hochschulen der Schweiz im Rahmen des Bologna-Prozesses
23 August 2004	CRUS Recommendations linked to the application of the European Credit Transfer and Accumulation System (ECTS) in Swiss Universities	Empfehlungen der CRUS für die Anwendung von ECTS an den universitären Hochschulen der Schweiz
17 September 2004	The Swiss University Landscape: Strategy 2005-2015	Universitätslandschaft Schweiz: Strategie 2005 - 2015

For national statistics, see the Annexe at the end of the report.

Websites

Schweizerische Universitätskonferenz (SUK)/Swiss University Conference (CUS): <http://www.cus.ch>

Richtlinien für die Umsetzung der Erklärung von Bologna an den Fachhochschulen und den Pädagogischen Hochschulen/Directives for the implementation of the Bologna declaration in universities of applied sciences and universities of applied sciences for teacher education: <http://www.kfh.ch/index.cfm?nav=3&CFID=2258314&CFTOKEN=99460194>

Rectors' Conference of the Swiss Universities: <http://www.crus.ch>

Information on Bologna reform at universities: <http://www.bolognareform.ch>

Organ für Akkreditierung und Qualitätssicherung der schweizerischen Hochschulen (OAQ)/Centre for Accreditation and Quality Assurance of the Swiss universities (OAQ): <http://www.oaq.ch>

Bundesgesetz vom 8. Oktober 1999 über die Förderung der Universitäten und über die Zusammenarbeit im Hochschulbereich (Universitätsförderungsgesetz, UFG)/Federal Act of 8 October 1999 on Aid to Universities and Cooperation in Higher Education (Act on Aid to Universities, LAU): http://www.admin.ch/ch/d/sr/c414_20.html

SERBIA AND MONTENEGRO – Serbia

The 1998 University Law which abolished university autonomy in Serbia, was replaced by a new law in May 2002. Since it was difficult to reach a consensus on major university reforms in a short period of time, a decision was made by the universities and the Ministry of Education to revoke the 1998 Law and reinstate the one from 1992, with some important new elements.

The draft of the new Law on Higher Education was presented in January 2005, and its adoption and implementation are expected in spring 2005.

The current University Law implicitly enables the structure based on **three main cycles**. In general, after four or five years of undergraduate studies, there are two years of Master's studies which can be followed by postgraduate doctoral-level studies. The implementation of three-year undergraduate studies at some faculties in the 2004/05 academic year can be seen as a pilot project phase. The new law, together with complementary financial regulations concerning the two-tier structure, is expected to provide a legal framework and financial support enabling the full implementation of this structure at universities, and will be put in practice in the 2005/06 academic year.

Doctorate studies consist of individual research, culminating in a doctoral dissertation. The current University Law defines the duration of doctoral studies as lasting three to five years; however, the theoretical courses for these studies are not organised, and doctorate studies last for three years. Admission to doctoral studies is limited to students with a minimum average mark of nine out of ten. There are no theoretical courses except at the University of Arts, where they are part of the doctoral phase. Doctorate degrees are awarded on the basis of the evaluation and defence of a doctoral dissertation.

The group for Cultural Management and Cultural Policy in the Balkans provides **joint degrees**/diplomas with two higher education institutions in France.

The current University Law does not specify **ECTS** as an obligatory mechanism, but at the same time it enables the implementation of the credit system for student workload estimation at Serbian universities. The official decision to adopt ECTS has been taken at national level in the expected Law on Higher Education, which will determine the framework for ECTS implementation. ECTS will be introduced as mandatory for all course units in all degree programmes including doctorates. As defined

by this draft law, the credit system will be used for both credit transfer and credit accumulation.

One university accepted the idea and philosophy of ECTS before the Bologna Declaration was signed in 2003; based on the prepared comprehensive ECTS guide, initial stages of ECTS implementation exist at a number of the university's faculties/departments. Since Serbia is still not a member of any international mobility networks (such as Erasmus), the credit system (ECTS) is primarily used for credit accumulation. Other universities are actively preparing to start introducing ECTS in the 2005/06 academic year.

The **Diploma Supplement** based on the official model has not yet been formally introduced. Current law does not specify its use. The official decision to adopt the Diploma Supplement was taken at national level in the expected Law on Higher Education in 2005, which will determine its implementation. It will be introduced as mandatory for all institutions and degree programmes, and will be issued in Serbian and English.

Although the current law does not specify the use of the Diploma Supplement, one university has started implementing it. The first Diploma Supplement was issued free of charge and was

delivered in Serbian and English at the largest faculty of the University of Novi Sad (Faculty of Technical Sciences) as an official document in June 2004.

In June 2002, the National Council for Development of University Education (*Republički savet za razvoj univerzitetskog obrazovanja*) was established. It is responsible for **external quality assurance**, and is a national governmental body comprising the rectors and vice-rectors of all Serbian universities as well as ten members appointed by the Government. One of its aims is to establish the basic criteria and standards required for the foundation of higher education institutions (HEIs), as a response to the phenomenon of private HEIs mushrooming during the transitional phase.

The National Committee for Accreditation of Higher Education – NCAHE (*Komisija za akreditaciju visokog obrazovanja*) – was established by the Council for Development of University Education of the Republic of Serbia in January 2003. The NCAHE is a semi-independent body in the sense that the Ministry of Education provides administrative support, but the members of the NCAHE are university professors engaged on a volunteer basis. Under the current Law on Higher

Education, the participation of international experts in the quality assurance process is not required.

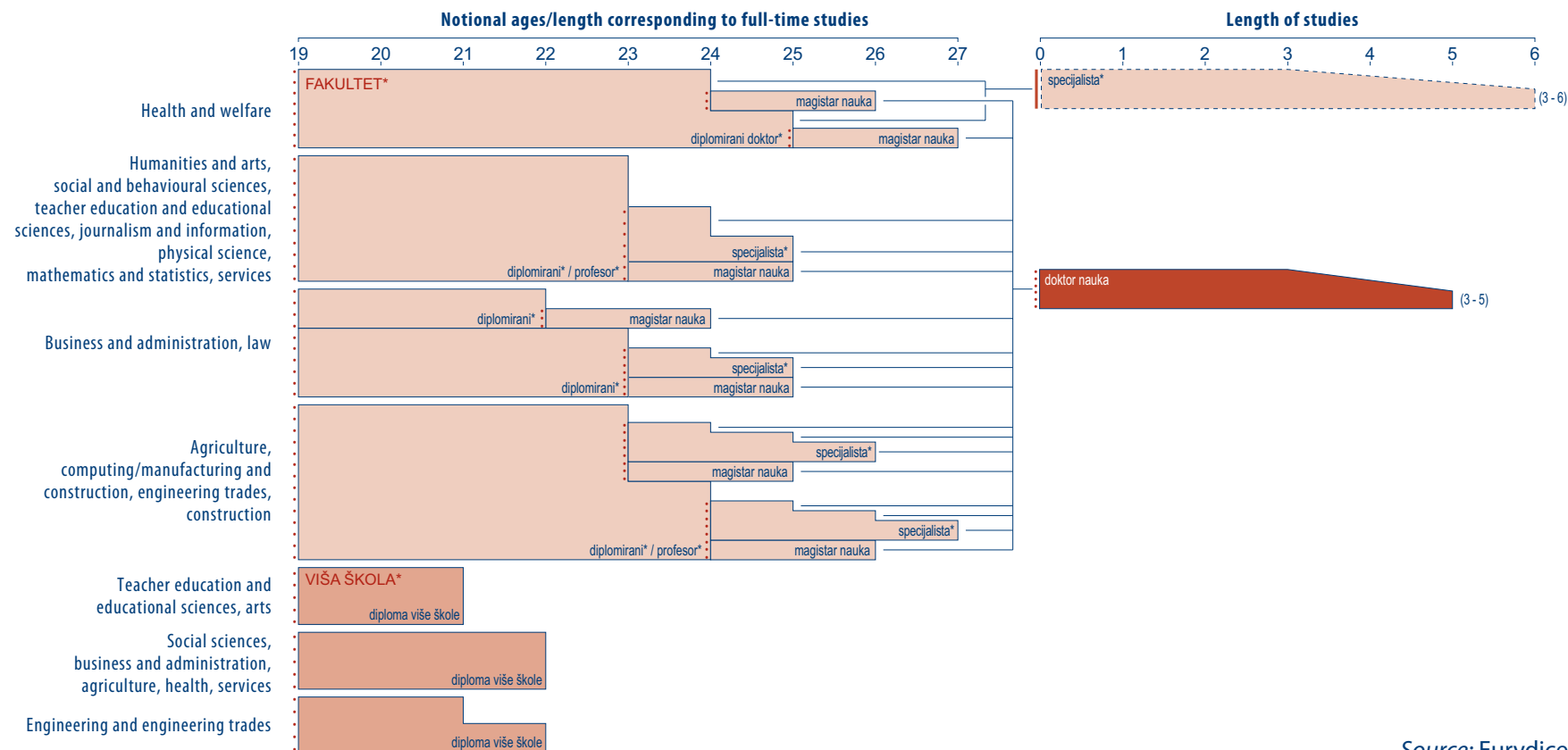
Accreditation of higher education institutions and study programmes is not required in the current University Law, but it will be required by the Law on Higher Education which is in the process of being adopted. The responsibilities of the NCAHE include helping the higher education institutions to implement their **internal quality** assurance mechanisms, maintaining a database related to the accreditation procedures, carrying out the evaluation and accreditation of higher education institutions and study programmes, encouraging international co-operation with similar institutions in other countries, etc.

The NCAHE will require internal evaluation for all institutions and programmes seeking accreditation. The process of external evaluation is preceded by internal evaluation at all universities. At present there are no measures which stimulate the introduction and development of internal quality assurance mechanisms at higher education institutions. The draft of the new Law on Higher Education introduces strict responsibilities for higher education institutions related to quality assurance, including self-evaluation and

accreditation. A higher education institution seeking accreditation for a study programme must prepare a self-evaluation document containing all relevant information about the programme, institution and faculty. The NCAHE appoints a three-member committee, which analyses the document and visits the institution. Based on the committee's report, the NCAHE makes a public decision on the accreditation of the programme. The institution has the right to appeal.

A number of regional projects related to quality assurance are underway. The University of Belgrade co-ordinates the accepted TEMPUS JEP project on quality assurance with the participation of two other universities. The project was set afoot in 2004 and aims to develop the procedures and standards of quality assurance. Many faculties are finishing the self-evaluation reports according to the proposed standards developed within the project (spring 2005).

All universities underwent the external evaluation procedure organised by the European University Association (EUA) in 2002. The conclusions and recommendations of the external evaluations have been a good foundation for the development of the strategic plan for all universities.



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (institutional level)	<i>qualification</i>	Intermediate diploma	-/n/-	Compulsory work experience + its duration	(n- x)	From n year(s) minimum to x year(s) maximum
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places (national/regional level)	<i>qualification</i>	Qualifying degree	*	Qualification + field of specialisation	(Δ)	Variable duration

SERBIA AND MONTENEGRO – Serbia

Students are involved in the quality improvement process. Student organisations at different faculties have designed questionnaires for the evaluation of teaching

staff and curricula. They play an active role in conducting surveys on the teaching process, including the evaluation of lectures, exams, textbooks and teaching staff. The new law has also stimulated the formation of the Students' Parliament, which will play a more active role in the internal evaluation programmes. The students have no part in the governance of the NCAHE.

The NCAHE is eligible to become a member of the European Association for Quality Assurance in Higher Education (ENQA).

Legislation and/or official references

Date	Term in English	Term in the national language
8 August 1992 (amended in 1998 and in 2002)	University Law	Zakon o Univerzitetu
December 2004	Draft Law on Higher Education	Nacrt zakona o visokom obrazovanju

Websites

<http://www.ns.ac.yu/stara/tempusns/cards/2002/17040.html>

SERBIA AND MONTENEGRO – Montenegro

In October 2003, the new Law on Higher Education was adopted by the Assembly of Montenegro. According to this law, the structure of higher education is based on **three main cycles**. Completion of first-cycle Bachelor's studies gives access to second-cycle specialist studies, second-cycle applied Master's studies or academic studies leading to the title of Master of Science. Third-cycle academic studies leading to the title of Doctor of Philosophy require the completion of second-cycle studies. Taught courses are part of the doctoral phase. Only one university offers higher education in Montenegro. It is assumed that after 2006/07, the percentage of students continuing second cycle (postgraduate) studies will increase significantly.

Since September 2004, use of the credit system based on **ECTS** has been compulsory for credit transfer and credit accumulation at the University of Montenegro (for all course units in all degree programmes, including doctoral programmes). Most faculties have already made the changes needed to introduce the system. Courses are reduced to one semester and each course is graded in accordance with ECTS points.

The **Diploma Supplement** based on the official European model is defined by the above Law of 2003. It is mandatory in all degree programmes, and is issued free of charge in the official teaching language and in English.

According to the same law, **quality assurance (QA)** must become a permanent exercise conducted through accreditation, student evaluation and self-evaluation. Procedures for quality assessment and accreditation of the institution are conducted by the Higher Education Council established by the government. When applications are submitted for accreditation, the Council forms expert bodies (*committees*), which may also include international experts, and issues a certificate when applications are accepted. An institution requiring initial **accreditation** has to apply to the Council at least a year before the beginning of the period for which accreditation is sought. Initial accreditation is granted for a maximum of three years, and the procedure for obtaining it is prescribed by a Council enactment. The institution is subject to a re-accreditation procedure after subsequent intervals of a maximum of five years. Assessment of curricular quality is performed by the Council for each programme for a maximum period of five years, by appointing expert bodies (committees) for particular curricula. Interna-

tional experts may be included on these bodies as consultants.

According to the law, the institution carries out **internal evaluation**, i.e. evaluation and assessment of the quality of its courses and working conditions. Self-evaluation is performed continuously, in accordance with institutional statutes. Its methods depend on the curriculum, teaching equipment, qualifications of its academic staff, teaching methods, percentage of students who pass examinations, percentage of graduates, and on other appropriate indicators of successful performance.

According to the new Law on Higher Education, students have to be represented on the university management board, senate and faculty bodies, 15 % of whose members are students. Students take part in the quality assurance/evaluation system, evaluating university programmes and the work of teaching staff by means of questionnaires.

In exercising external control, the government may appoint an independent auditor to examine the financial standing of any public higher education institution.

Since 2002, the University of Montenegro has taken part in the TEMPUS project called the 'Introduction of QA Standards in the University

SERBIA AND MONTENEGRO – Montenegro

of Montenegro'. This project will suggest remedial activities for enhancing quality standards and devise a fully-fledged QA system to be maintained and improved, with a view to its becoming a permanent quality control system. Montenegro also intends to have a member representative within the European

Association for Quality Assurance in Higher Education (ENQA), whose activities will soon be discussed with the consortium experts.

Creation of the National Montenegro ENIC (European Network Information Centre) is underway and is supported by a Tempus project (Socrates-Tempus Call 2004).

University units are also envisaging a new study course structure in which there will be a large number of elective courses alongside core provision, but this has not come into effect so far.

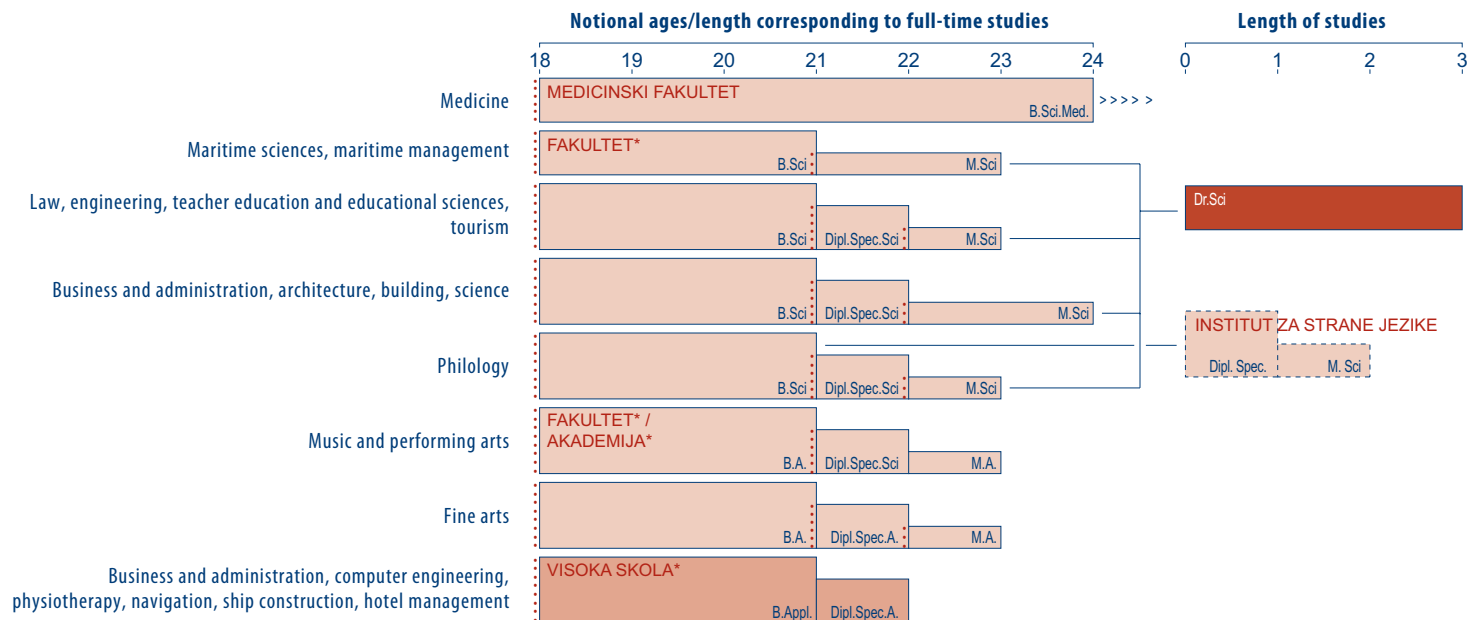
Legislative and/or official references

Date	Term in English	Term in the national language
22 October 2003	Law on Higher Education	Zakon o visokom obrazovanju
January 2004	Montenegro University Statute	Statut Univerziteta Crne Gore
September 2004	Rules for ECTS	Pravila ECTS

For national statistics, see the Annexe at the end of the report.

Websites

University of Montenegro: <http://www.cg.ac.yu>



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (institutional level)	qualification	Intermediate diploma	-/n/-	Compulsory work experience + its duration	(n- x)	From n year(s) minimum to x year(s) maximum
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places (national/regional level)	qualification	Qualifying degree	*	Qualification + field of specialisation	(Δ)	Variable duration

>>> Study in Serbia

B. A	Diploma akademskih osnovnih studija	Dipl. Spec	Diploma specijalistickih studija	M.Sci	Magistar nauka
B.Appl	Diploma primijenjenih os+ovnih studija	Dipl. Spec. A	Diploma specijalistickih studija	M.A.	Magistar umjetnosti
B.Sci	Diploma akademskih osnovnih studija	Dipl. Spec.	Sci Diploma specijalistickih studija		
B. Sci. med.	Diplomirani ljekar - Diploma akademskih osnovnih studija	Dr Sci	Doktor Nauka		

CYPRUS

CY

Since the provision of higher education in Cyprus is limited, many young people at this level of education study abroad. The University of Cyprus (*panepistimio*) was established by law in 1989 and admitted its first students in 1992. The legal basis for the establishment and operation of institutions of higher education (including private schools) is regulated by a law adopted in 1996 (and last amended in December 2003).

The degree structure is traditionally based on **three main cycles**. At the University of Cyprus, the programmes leading to Bachelor's qualifications (*ptychio*) last 4 years and those leading to Master's (M.A. and M.Sc.) last 1 to 2 years. Some private higher education institutions (HEIs) also offer accredited programmes at the Master's level. Master's programmes follow on from degrees normally requiring four years of study.

Doctoral programmes leading to the qualification of Doctor of Philosophy (*didaktoriko diploma*) last 3 to 8 years. These are offered only at the University of Cyprus. The requirements for a doctorate include the successful completion of at least 30 University of Cyprus Credit Units (corresponding to 1 class hour per week and 60 ECTS) at Master's level according to the field of study, and an original

research thesis. In some exceptional cases, students that are awarded a Bachelor's degree may have access to doctoral programmes. Another compulsory requirement for being awarded a doctorate is the successful completion of a qualifying comprehensive written exam by the fifth semester of studies.

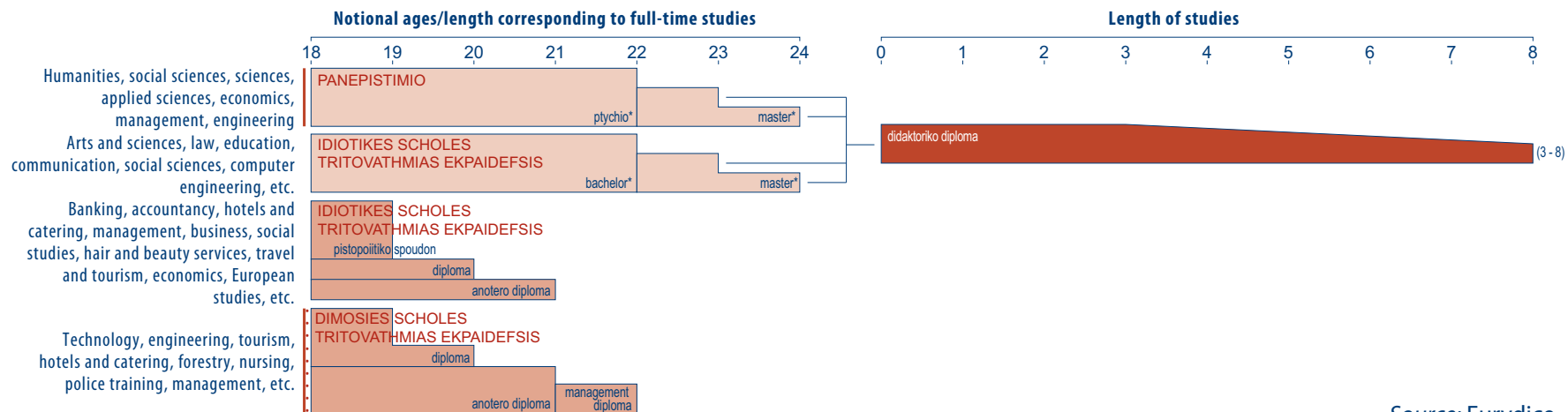
The legislation authorises the University of Cyprus to establish joint degrees, but this has not yet occurred.

ECTS has not yet been implemented by law. The system is expected to be fully operational at the University of Cyprus by 2005/06. In public and private HEIs, its implementation will be gradual, as the legislation required to introduce it is currently the subject of national debate. Once implemented, ECTS will provide for both credit transfer and accumulation, as is already the case at the University and certain public and private HEIs that use it alongside their own credit system.

The University of Cyprus has introduced the **Diploma Supplement** as of the 2004/05 academic year. It has been issued automatically and free of charge in English, to every student who graduates from the University. In some private HEIs, the Diploma Supplement is issued on request and free of charge in English

As regards **quality assurance**, the Council of Educational Evaluation-Accreditation, CEEA (*Symvoulío Ekpaideytikis Axiologisis-Pistopoiisis*, SEKAP) is the independent body responsible for the **external evaluation** of study programmes at private HEIs. SEKAP appoints Visiting Teams that consist of academics from the University of Cyprus, the other public institutions and at least one member from overseas. The Visiting Team examines the application which includes also a Self Evaluation report submitted by the applicant. As regards the evaluation of a programme, the Team visits the institution and issues an initial report on the basis of its findings. This report is submitted to the institution involved for its comments before the publication of the final report.

Accreditation of programmes offered by private HEIs along with the accreditation process itself is governed by the provisions of the 1996 Law that regulates the establishment and operation of higher education institutions. Public HEIs are not accredited. There have also been moves to establish a National Quality Assurance Agency. Although the issue is currently being discussed by the appropriate authorities, no official steps have yet been taken to set up such an Agency.



Source: Eurydice.

ISCED 5A (1 st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (institutional level)	<i>qualification</i>	Intermediate diploma	-/n/-	Compulsory work experience + its duration	(n- x)	From n year(s) minimum to x year(s) maximum
ISCED 5B (1 st or 2nd programme)	Further qualification	Selection procedure/limitation of places (national/regional level)	<i>qualification</i>	Qualifying degree	*	Qualification + field of specialisation	(Δ)	Variable duration

Because of compulsory enrolment in military service, men do not attend *panepistimio* until they are aged 19 or 20.

CYPRUS

As part of **internal evaluation** (self-assessment), the University of Cyprus has satisfactorily completed the European Universities Association (EUA) institutional peer evaluation and follow-up for 2004. Students participate in internal evaluation through surveys and questionnaires.

Through CEEA, Cyprus has been a member of the European Association for Quality Assurance

in Higher Education (ENQA) since it was set up in 1996.

Besides its measures associated with the Bologna Process, the government has taken steps to enable the establishment of private universities that guarantee appropriate levels of quality. This is currently in the process of being approved by the plenary session of the parliament. The Technological University of

Cyprus has also been established. In addition, there is ongoing debate on further legislation to introduce ECTS and the Diploma Supplement in all public and private higher education institutions.

Legislative and/or official references

Date	Term in English	Term in the national language
28 July 1989	Law No. 144/1989 that established the University of Cyprus	O Peri Panepistimiou Kyprou Nomos
3 May 1996	Law 67(I)/1996 stipulating the legal basis for the establishment and operation of schools of higher education (including private schools)	O Peri Sholon Tritovathmias Ekpaedefsis Nomos
31 December 2002	Law 234(I)/2002 regulating the establishment and operation of the Open University of Cyprus	O Peri Anoiktou Panepistimiou Kyprou Nomos
31 December 2003 (implemented on 27 February 2004)	Law 198(I)/2003 regulating the establishment and operation of the Technological University of Cyprus	O Peri Technologikou Panepistimiou Kyprou Nomos

For national statistics, see the Annexe at the end of the report.

CZECH REPUBLIC

The main arrangements linked to the Bologna Process are the 1998 Act on Higher Education Institutions (HEIs) which came into force on 1 July 1998 and its amendments, especially that of 1 July 2001. The implementation of the principle of the Bologna Process has become an important part of the strategy of the Ministry of Education, Youth and Sports (MEYS) as well as of respective higher education institutions, concretely expressed in their long-term strategies and the long-term strategy of MEYS and their annual updating. It is also a part of the National Programme for the Development of Education in the Czech Republic (White Paper) approved by the Government in 2000 and the Strategic Development of Tertiary Education issued by MEYS for the period 2000-2005 (2010).

The above mentioned legislation creates a legal framework which clearly identifies and corresponds with the Bologna scheme of three cycles of higher education, Bachelor's, Master's and Doctoral.

A degree structure based on **two main cycles** – a short Master's programmes (*magistr*), building on a first university degree, Bachelor's (*bakalář*) – was formally added to the traditional one-tier programmes in 1990.

The 2001 Amendment of the Act on HEIs introduced a strictly **three-cycle structure**. A Doctoral study programme follows any Master's qualification. The complete model is 3-4 years Bachelor's, 1-3 years Master's and 3 years Doctoral. In the case of non structured programmes it is 4-6 years long Master's and 3 years Doctoral. Since the academic year 2004/05, the vast majority of students have been accepted into a Bachelor's study programme. The integrated study programmes running in parallel are either those in which the accreditation has not expired yet or specific disciplines e.g. medical studies, veterinary studies, pharmacy and others selected by the Accreditation Commission. It is not possible to enter Doctoral studies after a Bachelor's degree programme. Under the Act on HEIs, all study programmes have been re-accredited since 2002. Since 2000, the Transformation and Development Programme has been established to support Bologna action lines including the development of Bachelor's degree studies and the restructuring of traditional higher education courses into two cycles (Bachelor's and Master's). A 'long' doctoral study programme of 5 years starting after a Bachelor's degree is not planned. Doctoral study programmes are aimed at scientific research and independent creative

activity in the field of research and development, or independent theoretical and creative activity in the Arts. The **Doctoral study** consists of individual research and a theoretical part for which students have to pass an examination. Study is completed with a state doctoral examination and the defence of a dissertation. Higher education institutions can be of university or non-university types. According to the law the non-university type higher education institutions cannot provide Doctoral study programmes. In practice non-university type higher education institutions provide mostly Bachelor's study programmes, only 7 of them have had Master's degree study programmes accredited (academic year 2004/05).

There are **joint degree** programmes as well as combined degree programmes. There is no specific national legislation but the present one allows for the development of joint degrees. There is no central monitoring but some higher education institutions are involved in such programmes.

The ECTS system is not stipulated in the Act on HEIs, however, all public higher education institutions have **ECTS** or ECTS-compatible credit systems. In private establishments, it is relatively new, and some have not yet

introduced it. The international transfer of credits has been relatively widely accepted. The national transfer of credits occurs between higher education institutions, faculties and higher education study programmes of similar type. However, problems arise if there is a transfer of credits between different types of institution, faculty and study programme. The accumulative function of ECTS has recently been used by many places of higher education. The number of institutions, namely university-type HEIs, which use the accumulative function to enable their students to follow more flexible paths within a respective study programme has been growing. Technical universities especially try to increase the attractiveness of their studies in this way.

The European **Diploma Supplement** (DS) is listed among the documents on studies and papers certifying graduation in study programmes. In accordance with the 1998 Higher Education Act, the DS was issued on request. In 2004, a group of experts from higher education institutions, MEYS, ENIC/NARIC and the national DS co-ordinator prepared documentation to help Czech institutions to meet the demand of the Berlin Communiqué – issuing the DS to every graduate in 2005. From 2005, it will be available free of charge in the language to be

determined by the HEI. The bilingualism is highly recommended.

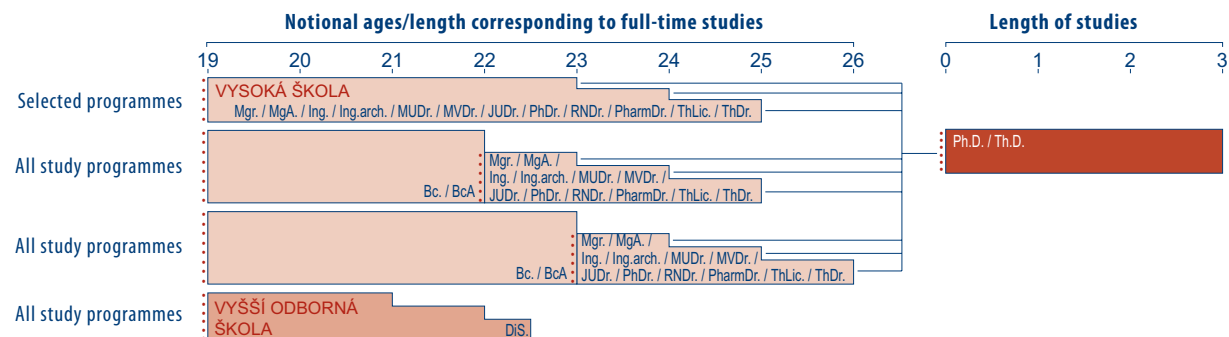
The **quality assurance** system includes self-evaluation, external evaluation, peer review and accreditation (based on previous evaluation).

The 1998 Act on HEIs states that any higher education institution (public, state or private) has to regularly carry out **internal evaluation** of its activities on a regular basis, to specify details of the process in its internal regulations and to publish the results. Internal evaluation is considered to be a precondition and the point of departure for setting the long-term strategy of HEIs in the area of education and research and development.

External evaluation and/or peer review is performed by the Accreditation Commission (AC – *Akreditační komise*) or its working committees unless the institutions apply for international evaluation. The AC was established by the Act on HEIs in July 1990. Since 1992, it has conducted peer reviews and comparative evaluations of faculties in related fields of study. The procedures of the AC are regulated by statute, the most recent valid from 28 July 2004). After 1998, the duty of accreditation of all study programmes was given by the 1998 Act on HEIs, when a number

of significant changes to the education system were made. New powers and responsibilities were also given to the AC. It is expected that the AC will concentrate once again on peer review, comparative evaluation and related activities connected with external evaluation procedures.

The Accreditation Commission is an independent expert body composed of 21 members, including foreign experts. There are no rules concerning international experts in the governance and evaluation panels of the agency. In practice, there have always been foreign experts in the AC, at present there are 3 members from foreign universities. All members are appointed by the Czech Government on the recommendation of the Minister of Education, Youth and Sports. The AC's tasks are to foster the quality of higher education and to evaluate all aspects of education and research, scientific, developmental, artistic or other creative activities of higher education institutions. All higher education study programmes whether state or private have to be accredited. Accreditation is awarded by MEYS on the AC's recommendation. The AC's approval is also needed to receive the licence enabling the establishment of private higher education institutions, the appointment of professors and



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (institutional level)	qualification	Intermediate diploma	-/n/-	Compulsory work experience + its duration	(n- x)	From n year(s) minimum to x year(s) maximum
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places (national/regional level)	qualification	Qualifying degree	*	Qualification + field of specialisation	(Δ)	Variable duration

Bc.	Bakalář	JUDr.	Doktor práv	Ph.D.	Doktor	ThDr.	Doktor teologie
BcA.	Bakalář umění	MgA.	Magistr umění	PharmDr.	Doktor farmacie	ThLic.	Licenciát teologie
DiS.	Diplomovaný specialista	Mgr.	Magistr	PhDr.	Doktor filosofie		
Ing.	Inženýr	MUDr.	Doktor medicíny	RNDr.	Doktor přírodních věd		
Ing. arch.	Inženýr architekt	MVDr.	Doktor veterinární medicíny	Th.D.	Doktor teologie		

The Higher Education Act does not specify subject areas for study programmes. The Accreditation Commission is responsible for deciding whether such programmes are suitable for the field in question and, if so, the Ministry of Education, Youth and Sports accredits them. Selected programmes comprise those for which the accreditation has not yet expired, programmes in specific disciplines such as medical studies, veterinary studies and pharmacy, or other programmes very carefully selected by the Accreditation Commission.

CZECH REPUBLIC

associate professors (*docent*). The AC is also involved in the founding and abolition of faculties in public HEIs as well as in determining types of HEI (university or non-university). The Accreditation Commission settles minimum standards concerning staff and information technologies, literature and study materials.

Study results within the framework of Doctoral study programmes are monitored and assessed by a specialist board. HEIs or parts of them can

create a joint specialist board for study programmes in the same field. The chair of the board is elected from within its members. The AC sets minimum standards concerning the content, staff and information technologies, literature and study materials of doctoral programmes.

Since May 2002, the Accreditation Commission has been a member of the European Association for Quality Assurance in Higher

Education (ENQA). The Czech Republic is also a member of the International Network of Quality Assurance Agencies in Higher Education (INQAAHE) and belongs to the founders of the Central and Eastern European Network of Quality Assurance Agencies in Higher Education (CEEN).

Legislative and/or official references

Date	Term in English	Term in the national language
1 July 1990	Act No. 172/1990 on Higher Education Institutions	Zákon č. 172/1990 o vysokých školách
1 July 1998 (2001 amendments)	Act No. 111/1998 on Higher Education Institutions (amendments No. 147/2001 of 1 July 2001)	Zákon č. 111/1998 o vysokých školách (Novela č. 147/2001 z 1. července 2001)
2000	National Programme for the Development of Education in the Czech Republic (White Paper)	Národní program rozvoje vzdělávání v České republice (Bílá kniha)
2000-2005 (2010)	Strategic Development of the Tertiary Education, MEYS	Strategie rozvoje terciárního vzdělávání, MŠMT
28 July 2004	The Statute of the Accreditation Commission, approved by the Government of the Czech Republic in its Resolution No. 744	Statut Akreditační komise, schválený vládou ČR usnesením č. 744

For national statistics, see the Annexe at the end of the report.

GERMANY

The structure of higher education is governed by the Framework Act for Higher Education (HRG) of 1998 last amended in 2004.

A degree structure based on **two main cycles** has operated on a trial basis since 1998 in the universities and the universities of applied sciences (*Fachhochschulen*) and has been mandatory since 2002. As part of the Bologna Process, the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany (*Kultusministerkonferenz*, or KMK) passed a resolution on 14 April 2000 on 'Access to the **doctorate** for graduates of Master and Bachelor Study Courses'. A subject-specific test procedure was fixed as a condition for direct access by Bachelor graduates (with exceptionally good results) to the doctorate. Joint preparation of a university and *Fachhochschule* doctorate is possible according to their specific regulations.

The new graduation system also supports a *Master-plus-programme*, which makes it easier for foreign students with a first degree to enter the German higher education system, and an integrated double degree study programme. The transition from the old to the new system is to be achieved by 2010.

In September 2000, the KMK adopted general criteria (last amended in 2004) for the introduction of credit systems based on **ECTS**. The introduction of ECTS is now mandatory. One credit comprises a total of 30 hours of classroom and private study. ECTS applies to all degree programmes and is used for credit transfer and credit accumulation within one specific course of study.

The **Diploma Supplement** has been recommended by the KMK and the Association of Universities and other Higher Education Institutions (*Hochschulrektorenkonferenz*, or HRK) since 1999. Moves to introduce it in all programmes got under way in 2000 and are still continuing. To assist institutions in their initial administrative work, the HRK has made available fully compatible Diploma Supplement software known as the *Diploma Supplement Deutschland* (DSD). From 1 January 2005, all students automatically receive the Diploma Supplement in English at no charge.

Traditionally, **quality assurance** was ensured by the general framework for study regulations. With the introduction of the two-cycle degree structure, quality assurance is guaranteed by a combination of accreditation and evaluation.

Evaluation has been included in Germany's Framework Act for Higher Education since

1998, and has since been incorporated into higher education legislation in each of the *Länder*. Evaluation is designed to highlight the strengths and weaknesses of institutions and degree programmes, and thus to assist universities and colleges in adopting systematic quality assurance and quality enhancement strategies.

No nationally coordinating evaluation body exists. However an institutional infrastructure was developed, comprising initiatives at *Land* level (agencies) and at regional and cross-regional level (networks and associations) to oversee quality assurance in higher education.

Higher education institutions are institutions of the *Länder*. According to paragraph 9 of the HRG, the *Länder* have to guarantee the equality of study courses and exams, of final examinations and the possibility of moving from one university to another. The aim of enhancing the efficiency of higher education institutions in terms of teaching is central to reform efforts. The scope and organisation of teaching is subject to supervision by the higher education supervisory authorities only in so far as the scope of teaching commitments is laid down in a teaching load ordinance. Examination regulations (*Prüfungsordnungen*) for state examinations (*Staatsprüfungen*) are

GERMANY

issued by the relevant ministries. The regulations for higher education examinations leading to the degrees of *Diplom* or *Magister* must be approved by the competent body in accordance with *Land* legislation. If these study regulations (*Studienordnungen*) do not guarantee that the course can be carried out and completed in the standard period of study (*Regelstudienzeit*), the competent body is entitled to demand their amendment. The competent body can also demand that the examination regulations of higher education institutions be adapted to the framework provisions for the regulations governing *Magister* and *Diplom* examinations approved by the KMK and HRK.

According to the regulations of the HRK, internal evaluation of higher education institutions is compulsory and is also the basis for external evaluation.

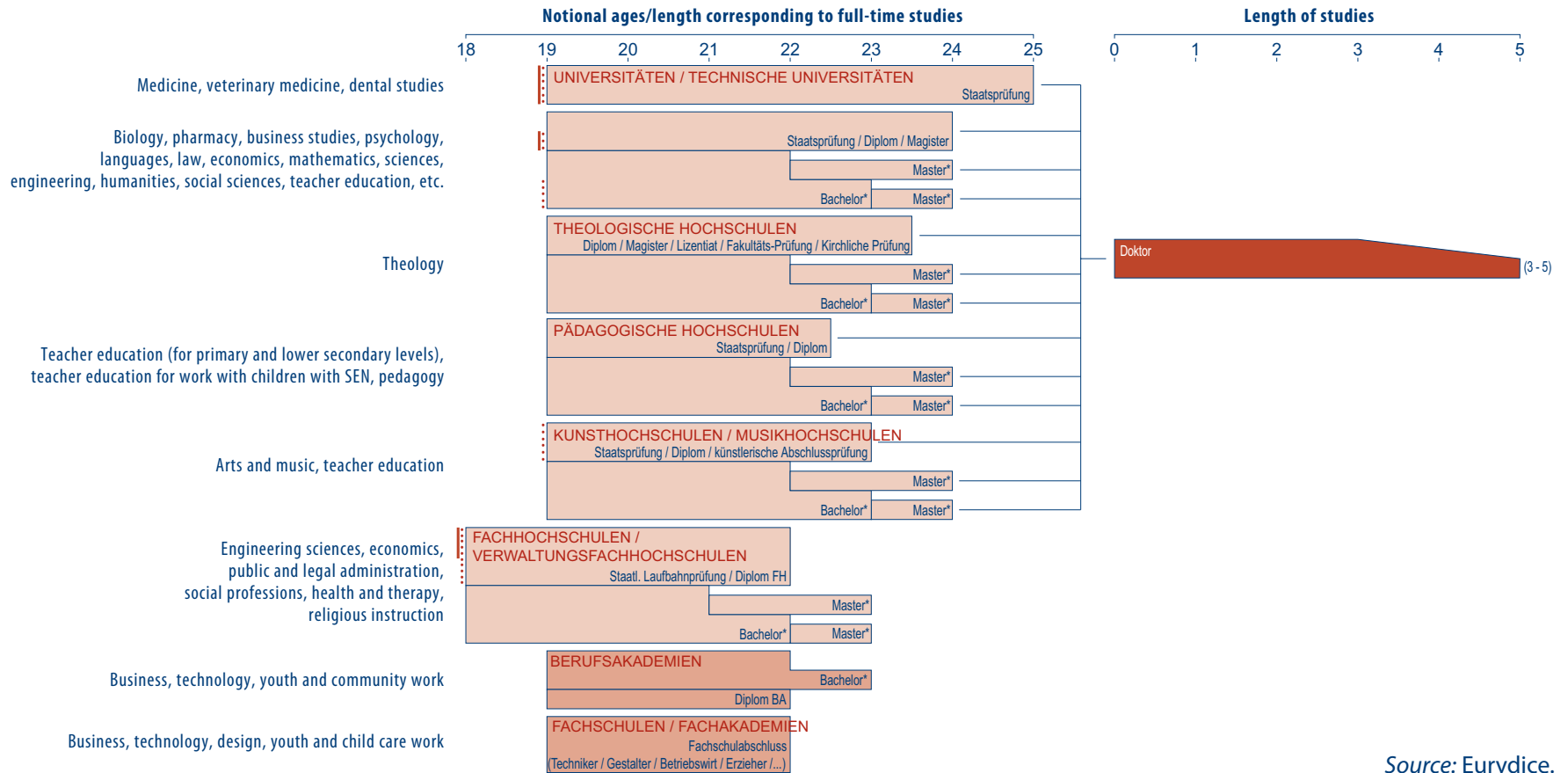
Evaluation procedures include in house review, external peer review - often with international participation, involvement of student reviewers and publication of the results in an appropriate form. According to HRK regulations, internal evaluation of higher education institutions is compulsory and also serves as a basis for external evaluation.

For the new Bachelor's and Master's study courses, as well as for future study courses leading to the degrees of *Diplom* or *Magister* in branches of study for which there are no framework regulations, the KMK has separated state approval and **accreditation** with regard to quality assurance. As with other study courses, state approval refers to guaranteeing finance for courses to be set up and their inclusion in the higher educational planning of the *Land* concerned, as well as the maintenance of structural guidelines. In contrast to this, the objectives of accreditation are to guarantee minimum standards in terms of academic content and to determine the vocational relevance of the degrees. Accreditation also seeks to increase the diversity of provision, ensure quality in international competition and create transparency for international collaboration. It is essentially performed via peer review and courses are periodically re-accredited.

For the accreditation of new Bachelor's and Master's study courses, the Standing Conference set up an independent cross-*Länder* Accreditation Council (*Akkreditierungsrat*) in 1998. The composition of the Council reflects both the 'cross-societal' scale of the reform process and the need for its acceptance among stakeholders. It comprises

four representatives from higher education, four from the *Länder*, five practitioners from various professions, two students and two international members. A key role in the accreditation of degree courses is played by the expert teams who are responsible for assessing academic content and whose membership includes representatives from higher education institutions, professional people and students. According to the Resolution of the Standing Conference of 12 June 2003, Bachelor's and Master's study courses must be accredited. The accreditation involves a formal peer review process based on objective criteria, which is used to assess whether a course meets the required standards in terms of academic content and vocational relevance. The Statute for an Accreditation Procedure across the *Länder* and across higher education institutions of 15 October 2004 defines the council's responsibilities. It has the power to accredit agencies, granting them for a fixed period the right to accredit courses of study. It monitors and periodically re-accredits agencies and defines minimum requirements for accreditation procedures.

The Accreditation Council also works to ensure fair competition among the accreditation agencies. It contributes in bringing German



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (institutional level)	<i>qualification</i>	Intermediate diploma	-/n/-	Compulsory work experience + its duration	(n- x)	From n year(s) minimum to x year(s) maximum
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places (national/regional level)	<i>qualification</i>	Qualifying degree	*	Qualification + field of specialisation	(Δ)	Variable duration

FH *Fachhochschule* | BA *Berufsakademie*

According to a Standing Conference Resolution of 15 October 2004, accredited 5B programmes at *Berufsakademien* will give possible access to an ISCED 5A Master programme.

GERMANY

interests to bear on international quality assurance networks and accreditation institutions by promoting, amongst other things, communication and cooperation among the agencies. The German Accreditation Council – Germany’s central accrediting organisation – will be made a

foundation under public law. Its work will thus be placed on a new legal footing. The Accreditation Council and the accreditation agencies are members of the European Association for Quality Assurance in Higher Education (ENQA).

In accordance with the principles for the future development of quality assurance for all *Länder* and institutions of higher education, also adopted by the KMK in 2004, the system of accreditation is to be extended to all courses of study in the long term.

DE

Legislative and/or official references

Date	Term in English	Term in the national language
20 August 1998 (last amendment 27 December 2004)	Framework Act for Higher Education	Hochschulrahmengesetz (HRG)
3 December 1998	Introduction of an Accreditation Procedure for Bachelor-/Bakkalaureus- and Master-/Magister Study Courses (Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs)	Einführung eines Akkreditierungsverfahrens für Bachelor-/Bakkalaureus- und Master-/Magisterstudiengänge (Beschluss der Kultusministerkonferenz)
14 April 2000	Resolution on access to the doctorate for Graduates of Master- and Bachelor Study Courses (Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs)	Zugang zur Promotion für Master-/Magister- und Bachelor-/Bakkalaureusabsolventen (Beschluss der Kultusministerkonferenz)
12 June 2003	10 Thesis for the Bachelor- and Master Structure in Germany (Resolution of the Standing Conference)	„10 Thesen zur Bachelor- und Masterstruktur in Deutschland“ (Beschluss der Kultusministerkonferenz)

GERMANY

Date	Term in English	Term in the national language
10 October 2003	Common Structure Guidelines of the <i>Länder</i> according to paragraph 9.2 HRG for the Accreditation of Bachelor- and Master Study Courses (Resolution of the Standing Conference)	Ländergemeinsame Strukturvorgaben gemäß § 9 Abs. 2 HRG für die Akkreditierung von Bachelor- und Masterstudiengängen (Beschluss der Kultusministerkonferenz)
15 October 2004	Benchmarks for the Further Development of Accreditation (Resolution of the Standing Conference)	Eckpunkte für die Weiterentwicklung der Akkreditierung (Beschluss der Kultusministerkonferenz)
22 October 2004	General Framework for the Introduction of Credit Systems and the Modularisation of Degree Programmes (Resolution of the Standing Conference)	Rahmenvorgaben für die Einführung von Leistungspunkten und die Modularisierung von Studiengängen (Beschluss der Kultusministerkonferenz)

For national statistics, see the Annexe at the end of the report.

DENMARK

The most recent arrangements linked to the Bologna Process in Denmark are specified in the Ministry of Science, Technology and Innovation's Order of May 2004 on university Bachelor's and Master's programmes, which was issued under the Universities Act of May 2003, and the June 2004 Ministry of Culture Order on education in the academies of music and the Opera Academy.

A degree structure based on **two main cycles** was introduced in Denmark at the end of the 1980s. The above legislation has established a 3+2 structure (or in certain cases 3+2½ or 3+3) in all university disciplines. Since 1992, the **third-cycle Ph.D. programme** corresponds to 3 years full-time study based on the level of a completed ordinary Master's degree. According to the 2002 legislation, the Ph.D. programme includes supervised work on an independent research project (the Ph.D. project); preparation of a written thesis based on the Ph.D. project; and satisfactory completion of research (Ph.D.) courses approved by the institution. The total course workload must correspond to approximately 30 ECTS credit points; participation in research activities, including visits to other – mainly foreign – research institutions, or similar undertakings; and gaining teaching experience or experience in the dissemination of knowledge, directly

related as far as possible to the Ph.D. project in question. In addition, the higher degree of *doctor* (dr.) can be obtained by mature researchers, normally after a minimum of 5-8 years of individual original research and public defence of a dissertation. Currently, a doctorate cannot be undertaken or awarded at two or more universities together.

The use of **ECTS** became mandatory in all higher education study programmes on 1 September 2001. It is also intended that it should be used for lifelong learning in adult higher education. The use of ECTS for credit accumulation is possible in most programmes.

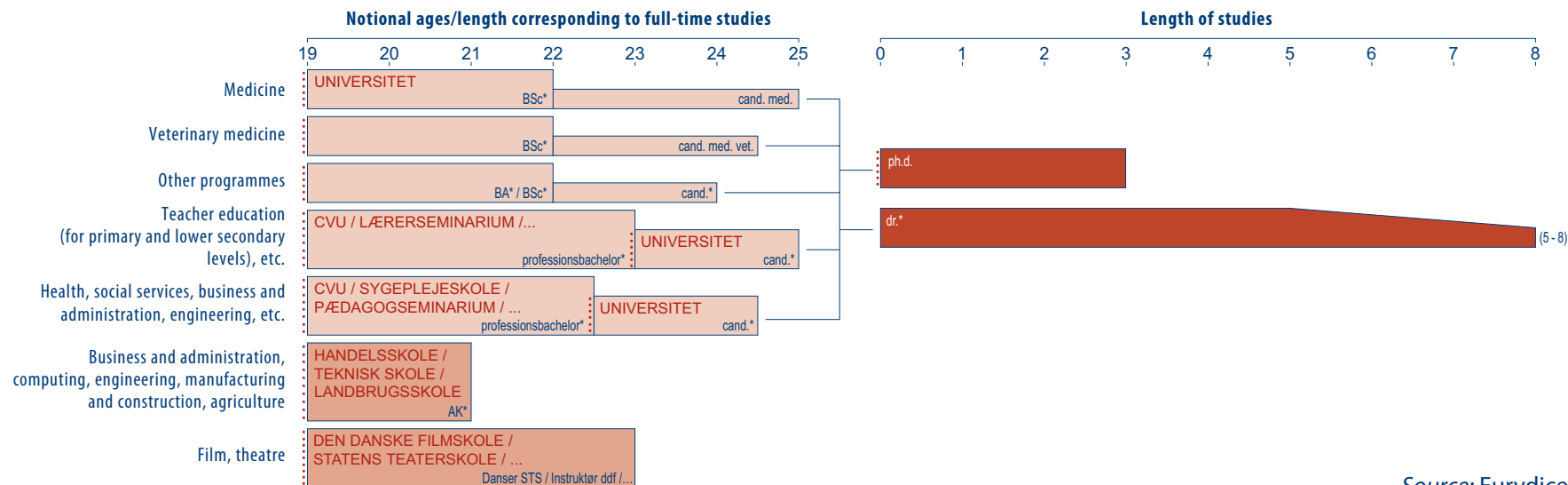
Use of the **Diploma Supplement** became mandatory on 1 September 2002. All higher education institutions have since been obliged to issue the Supplement in English to all their graduates. It is issued free of charge.

In the field of **quality assurance**, the Act on the Danish Institute of Evaluation (Consolidated Act of September 2000) established the Danish Institute of Evaluation (EVA) as an independent national agency under the auspices of the Ministry of Education. At the time of its establishment, EVA incorporated the Danish Centre of Evaluation, which carried out external evaluation of higher education from 1993 to 1999. EVA is responsible for

external quality assurance at all levels of education in Denmark, including higher education (public and private subsidised higher education institutions). It initiates and conducts systematic evaluations of higher education programmes. Their activities may include institutional, auditing and other forms of evaluation. EVA may initiate evaluations on request. These evaluations are conducted as revenue-generating activities and may be requested by government, ministries and advisory boards, local authorities and educational establishments.

A Board is responsible for the overall supervision of EVA. It appoints the Executive Director of EVA and draws up the programme for the year's activities on the recommendation of the Executive Director. A Committee of Representatives, which includes representatives from student bodies, comments on EVA's annual report and the priority of planned activities. For each evaluation EVA appoints a group composed of individuals with special expertise in the field concerned. All members must be independent of the programmes/institutions evaluated. As a general rule, EVA tries to recruit at least one Nordic member for each evaluation.

All evaluation reports are published.



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (institutional level)	<i>qualification</i>	Intermediate diploma	-/n/-	Compulsory work experience + its duration	(n- x)	From n year(s) minimum to x year(s) maximum
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places (national/regional level)	<i>qualification</i>	Qualifying degree	*	Qualification + field of specialisation	(Δ)	Variable duration

AK	Akademineveau	cand. med	Candidatus medicinae	dr.	Doctor
BA	Bachelor of arts	cand. med. vet	Candidatus medicinae veterinariae	ph.d.	Doctor philosophiae/Philosophiae Doctor
BSc	Bachelor of science	CVU	Center for Videregående Uddannelse	STS	Statens Teaterskole
cand.	Candidatus	ddf	Den Danske Filmskole		

The Professionsbachelor gives access solely to programmes leading to the *candidatus* of particular relevance to the professional field in question.

DENMARK

Institutions evaluated are responsible for follow-ups. Evaluated institutions must prepare a follow-up plan that has to take into consideration the recommendations of the evaluation report.

Public announcement of the follow-up plan must be made not later than six months after publication of the report and must be made electronically available on the institution's home page.

Institutions are required to set up their own **internal quality assurance** procedures. The Universities Act specifies the role of deans, heads of department and study boards, respectively, in assuring and developing the quality of education and teaching. Self-evaluation, in which students normally

participate, is an integral mandatory part of any evaluation.

Accreditation of all programmes leading to a professional Bachelor's degree began in 2004. EVA conducts the accreditation/evaluation, and the Ministry of Education makes the accreditation decision. EVA also conducts accreditation of private courses as part of the Ministry of Education procedure determining whether students at private teaching establishments should be eligible for Danish state study grants.

The relevant ministries decide which institutions can offer which programmes. Any decision is based on considerations concerning the institution's ability to deliver a programme meeting certain quality requirements. When an institution is given the right to offer a certain

programme, the institution must design the programme within a framework laid down by ministerial order.

All examinations at Danish higher education institutions are administered not only by the teacher, but also by an examiner who, in the case of many examinations including the final project, must be external. The external examiners are responsible for assuring the same standard for all examinations and thus for their quality.

EVA is a founder member of the European Association for Quality Assurance in Higher Education (ENQA).

DENMARK

Legislative and/or official references

Date	Term in English	Term in the national language
12 September 2000	Act on the Danish Institute of Evaluation (Consolidated Act No. 905)	Lov om Danmarks Evalueringsinstitut (lovbekendtgørelse nr. 905)
8 March 2002	Ministerial Order No. 114 on the Ph.D. Course of Study and on the Ph.D. Degree	Bekendtgørelse om ph.d.-uddannelsen og ph.d.-graden (bkg. nr. 114)
28 May 2003	Universities Act (Act No. 403)	Lov om universiteter (lov nr. 403)
6 May 2004	Ministry of Science, Technology and Innovation Order on university Bachelor's and Master's programmes (Ministerial Order No. 338)	Bekendtgørelse om bachelor- og kandidatuddannelser ved universiteterne (bkg. nr. 338)
8 June 2004	Ministry of Culture Order on education in the academies of music and the Opera Academy (Ministerial Order No. 511)	Bekendtgørelse om uddannelserne ved musikkonservatorierne og Operaakademiet (bkg. nr. 511)

For national statistics, see the Annexe at the end of the report.

ESTONIA

The general principles of legislation relevant to higher education are set out in the 1995 Universities Act (amended in 2004) and in the Professional Higher Education Institutions Act (1998 and 2004). The Vocational Education Institutions Act (1998 and 2004), the Private Schools Act (1998 and 2004) and the Adult Education Act (1993 and 2004) also regulate certain aspects of higher education.

Since the 2002/03 academic year, university (*ülikool*) programmes have been structured into **three main cycles**. The Master's degree (*magistrikraad*) requires 40 national credits (60 ECTS) if it follows a Bachelor's degree of 160 credits, and 80 credits if it follows a Bachelor's degree of 120 credits. The 3 + 2 model (3-year Bachelor's level programme and then a 2-year Master's level programme) is more common than the 4 + 1 model.

The two-cycle structure applies to most disciplines, with the exception of medicine, pharmacy, dentistry, veterinary medicine, architecture, civil engineering and class teacher training.

Applied higher education programmes continue to follow the one-cycle structure. The new law states that, with effect from 1 January 2004, not only universities but also professional higher education institutions

(*rakenduskõgkool*) may offer Master's level programmes in theology and defence, or in other fields in co-operation with universities, depending on public needs.

Existing programmes leading to **doctorates** (*doktorikraad*) last 3 or 4 years and can be accessed after completion of a *magistrikraad* degree. Additional admission criteria may be set by each university. Universities only award doctoral degrees based on individual research. Bigger universities have also set minimum requirement for the theoretical courses. These optional courses are provided in parallel with the preparation of PhD theses. The reform of the doctoral programmes in the framework of the Bologna Process has not been initiated yet, but should be completed by 2007/08. The main change in new programmes will be a greater attention to research methodology, philosophy of science, etc. which are no longer part of the Masters' programmes.

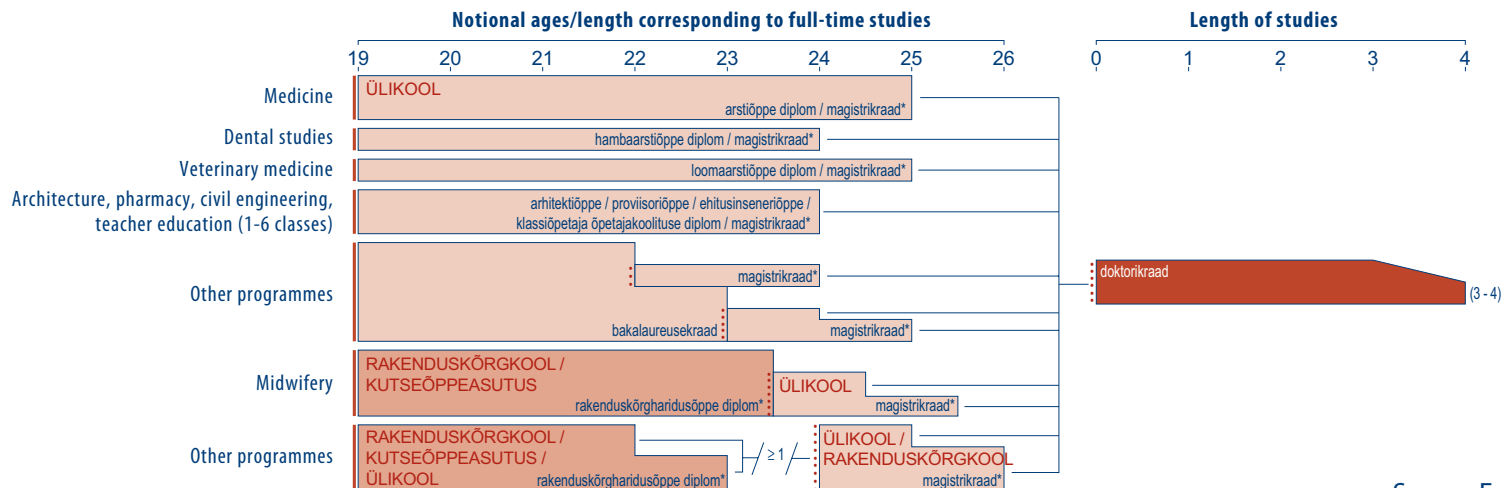
Theoretical courses in PhD programs have usually a set minimum amount workload that may be different in different universities. These seminars can be completed in parallel to the preparation for the research work, but the courses are compulsory.

There is no possibility to award joint degrees at any level (Master's or doctorate). Funding is

being provided for efforts in universities as well as at national level. The Nordic and Baltic countries are the main area of focus for international co-operation for all Higher Education Institutions (HEIs), but institutional co-operation agreements have been signed with HEIs all over the world.

The national credit system (1 CP equals 1.5 ECTS credits) is based on student workload and corresponds to 40 working hours a week, and 40 weeks/credits per academic year. Since 1995, **ECTS** credits have been used voluntarily by most higher education institutions involved in the Socrates (Erasmus) programme. According to the legislation, ECTS will have to be introduced in all higher education institutions from the 2006/07 academic year onwards. A final decision in regard to all aspects of ECTS has not been taken yet, but credit points are already used both for transfer and accumulation.

The **Diploma Supplement** has been implemented and all higher education institutions have had to issue it since 1 January 2004. It is free of charge and is issued automatically in Estonian and English to all students who have completed specialised studies (e.g. professional higher education, Master's, integrated curricula of Bachelor's and Master's, or doctoral studies). The Diploma



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (institutional level)	<i>qualification</i>	Intermediate diploma	-/n/-	Compulsory work experience + its duration	(n- x)	From n year(s) minimum to x year(s) maximum
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places (national/regional level)	<i>qualification</i>	Qualifying degree	*	Qualification + field of specialisation	(Δ)	Variable duration

Since January 2004, *rakenduskõrgharidusõppe* have been able to offer the *magistriõpe* but no study programmes have yet been implemented. Institutions are authorised to offer the *magistriõpe* by government decree.

Supplement is issued upon request in the case of students who have completed Bachelor's studies only.

Public universities entered into a **Quality Assurance** Agreement on June 2003, which establishes requirements for curricula, academic posts and academic degrees. In accordance with the Agreement, the universities have started to harmonise quality requirements in the three areas indicated, and undertook to apply the requirements by the start of the 2004/05 academic year. The Agreement includes an obligation to conduct a performance assessment of the previous academic year every September. Two private institutions have also joined the Agreement.

External evaluation is carried out mostly in the form of accreditation. There is no specific body involved in external evaluation. However, the Ministry of Education and Research has the power to carry out monitoring activities when the performance of higher education institutions does not comply with legal regulations.

Few institutions have a fully-fledged **internal quality** management system in place, but many are working to develop one.

The Rectors' Conference has initiated the development of a quality handbook and

criteria for university education. The results of this ongoing initiative are due in 2005. It has identified 15 quality criteria which will undergo a first round of evaluation by September 2005.

In the field of **accreditation**, the Higher Education Quality Assessment Council (HEQAC, *Kõrghariduse Hindamise Nõukogu*) founded in 1995 co-ordinates the overall accreditation process and advises universities and other higher education institutions in the preparation of self-evaluation documents. It comprises 12 members who are representatives from higher education institutions, research and development organisations, professional associations, employers' associations and student unions. Its main activities include the accreditation of curricula, definition of standards for higher education, disclosure of accreditation decisions and issuing recommendations. The role of the Accreditation Centre (AC) established in 1997 is to perform all practical work related to accreditation. The first round of accreditation was completed from 1997 to 2002.

In general, the methods and processes have been established in accordance with those suggested by the European Association for Quality Assurance in Higher Education (ENQA). Yet there is room for improvement, mostly

regarding the organisation of accreditation which is complicated due to the changes in the system. After a site visit, the expert panel compiles a report. On the basis of self-evaluation by the higher education institutions and the report from foreign experts, HEQAC makes the accreditation decision. Full accreditation lasts for 7 years and conditional accreditation for 3 years, and in the event of a negative decision, the curricula concerned must be withdrawn. Until 2003, HEQAC had the full right to decide the result of the accreditation. Most university programmes and a smaller proportion of those offered by professional higher education institutions are accredited. Three universities have undergone an institutional accreditation.

Since 2003, student representatives who are members of the HEQAC are entitled to participate in the accreditation process at this stage and provide input to the internal evaluation report.

AC has been a member of the ENQA since 2002.

ESTONIA

Legislative and/or official references

Date	Term in English	Term in the national language
Adopted on 10 November 1993 and amended on 5 July 2004	Adult Education Act	Täiskasvanute koolituse seadus
Adopted on 12 January 1995 and amended on 1 September 2004	Universities Act	Ülikooliseadus
Adopted on 3 June 1998 and amended on 19 November 2004	Private Schools Act	Erakooliseadus
Adopted on 10 June 1998, last amended 13 May 2004	Institutions of Professional Higher Education Act	Rakenduskõrgkooli seadus
Adopted on 17 June 1998 and amended on 19 November 2004	Vocational Education Institutions Act	Kutseõppeasutuse seadus
Adopted on 13 June 2000 and amended on 5 September 2003	Regulation of the Government of the Republic <i>Higher Education Standard</i>	Kõrgharidusstandard Vabariigi Valitsuse määrus
23 October 2003	Regulation of the Government of the Republic Procedure for Accreditation of Universities, Institutions of Professional Higher Education and their Curricula and Requirements for Accreditation.	Ülikooli ja rakenduskõrgkooli ning nende õppekavade akrediteerimise kord ja akrediteerimisel esitatavad nõuded – Vabariigi Valitsuse määrus

For national statistics, see the Annexe at the end of the report.

GREECE

Since March 2004, the education system has been in a transitory phase. A number of issues are under consideration with a view to system reform. To this end, the Ministry of Education is about to launch a national-level debate within the framework of the National Education Council (ESYP) and the Greek Parliament Standing Committee on Cultural and Educational Affairs. Some of the issues considered are related to the process of developing the European Higher Education Area.

The degree structure has been based on **three main cycles** since the beginning of the 1980s. A political decision providing for full implementation of the two-cycle structure is still awaited. The first cycle leads to the first degree (*ptychio* or *diploma*) in both sectors of higher education, i.e. the university and technological sectors. The second cycle leads to the second degree, which is called a postgraduate specialisation diploma, and to the third degree (doctorate). The postgraduate specialisation diploma is equivalent to the Master's degree. Second-cycle programmes are offered only in the university sector. However, there is legal provision for TEs (technological educational institutions) to co-operate with universities in the realisation of postgraduate programmes leading to the second degree.

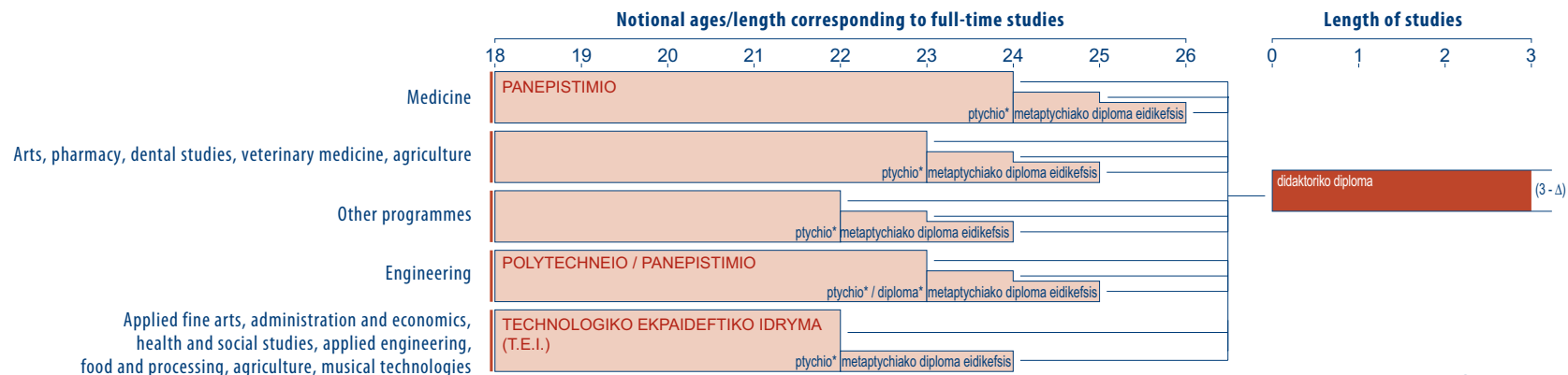
The **doctorate** is obtained after at least three years of original research, including the preparation and writing of a thesis. In some doctoral programmes, theoretical courses are compulsory and occur prior to individual research. The law enables a graduate with a first qualification (*ptychio*) to gain access to doctoral studies but this is no longer the rule. Most faculties offer Master's Programmes and it is a requirement that students who wish to proceed with doctoral studies must have obtained a second degree (Master). Only those faculties that do not offer second-cycle programmes accept students without a second qualification for doctoral studies.

Under the 2004 law, a new international scheme for joint Master's degrees has been established. This provides for co-operation between institutions to work out the details concerning the organisation and functioning of postgraduate study programmes which lead to joint qualifications.

The first step has been inter-university co-operation, undertaken between the Greek and French Ministries of Education and the Greek and French rectors' conferences. As a result of this co-operation, three joint Master's programmes involving Greek and French universities are soon to be launched. Similar co-

operation with German universities is also under consideration by the Greek and German rectors' conferences.

A national credit system has existed in both sectors of higher education since the beginning of the 1980s. This is in fact an accumulation system in which the credits are directly equivalent to the weekly hours of instruction, as far as the university sector is concerned. However, **ECTS** is used by institutions in both sectors as a transfer system for the European mobility programmes (Erasmus and Socrates). Nevertheless, it is not adopted on a regular basis, and the precise arrangements for its use are determined by the individual institutions concerned. On the other hand, a credit accumulation system based on the 'workload' approach is used in the technological sector and several university faculties (1 credit corresponds to 25 hours, with 30 units per semester, i.e. 750 hours), which means that it is considered to be compatible with ECTS. In order to clarify the situation, the Greek government intends to address this issue as part of the national dialogue, aiming to develop ECTS as an accumulation system for both sectors. A new law prepared by the Ministry of Education and scheduled for May 2005 will make the use of ECTS as a transfer and accumulation system compulsory in two-



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (institutional level)	<i>qualification</i>	Intermediate diploma	-/n/-	Compulsory work experience + its duration	(n- x)	From n year(s) minimum to x year(s) maximum
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places (national/regional level)	<i>qualification</i>	Qualifying degree	*	Qualification + field of specialisation	(Δ)	Variable duration

TEI *Technologigo Ekpaideftiko Idryma*

GREECE

cycle programmes at all higher education institutions.

The **Diploma Supplement** will be incorporated into the educational system by law in 2005, and thus will soon be available. The Supplement will be issued automatically on a compulsory basis, free of charge, in Greek and English. It will not be available for the third cycle (Doctorate).

There are plans to establish the National Quality Assurance Agency, which will be in charge of **quality assurance**, before May 2005. The broad basis for launching the quality assurance system is prescribed by legislation which is now under discussion in the Greek Parliament. The system will operate at two levels, namely that of **internal assessment** as well as **external evaluation** and review schemes.

A single national agency will aim at quality improvement through external evaluation. The responsibilities of the agency are specified within a legislative framework and mainly involve the evaluation of study programmes and institutions, as well as organisational audit. The autonomy and independence of the body responsible for quality assurance in terms of procedures, methods and the persons in charge will be safeguarded by law, in order to secure the effectiveness and validity of the

process as well as fairness, transparency and the acceptance of results.

The governing body of the agency and the external evaluation panels will consist of distinguished academics, foreign experts and experts from the world of education. Certified experts will be selected to perform evaluations from a registration list compiled for this purpose.

The agency will work in close co-operation with the higher education community and take into account the needs of society – particularly public and private stakeholders, including students, parents and the labour market – when devising its strategies.

One of the main tasks of the agency will be to develop a set of standards, procedures and guidelines on quality assurance. In order to define objective external criteria and methodologies, the mission and aims assigned to each institution will be taken into account, as well as its specific characteristics and orientations. The standards employed should not be confined to minimum requirements, but should aspire to higher levels with a view to rewarding excellence. In this sense, the work of the European Association for Quality Assurance in Higher Education (ENQA) in the field of

shared criteria and methodologies is capable of serving as a highly effective guide.

In terms of the evaluation process, site visits will be a standard element, as well as meetings, interview tours of facilities and the examination of documentary evidence.

A major facet of evaluation will also be that of reporting to the general public. However, reports for publication will be subject to prior consultation of all parties involved.

Finally, since the whole process seeks to enhance the quality of higher education services, recommendations are crucial. Institutions and the government will share organisational and financial responsibility for following them up within a specific time frame. Higher education institutions are encouraged to set up their own internal quality assurance mechanisms to provide a sound basis for external evaluation. The aim is to effectively combine institutional autonomy and accountability within the national quality regulations framework. Each institution has the right to independent decision-making and is therefore responsible for devising its own quality assurance system for assessing education and administrative and research functions, although general provisions are set out in the legislation. Furthermore, it is

GREECE

expected that teaching and administrative staff as well as students, will be the main participants and contributors in this process. According to the law, the teaching competence of academics is evaluated every semester by

their students. This evaluation constitutes one of the elements considered in the career development and promotion of academics.

The new law for Quality Assurance provides for student participation during the internal evaluation process.

Legislative and/or official references

Date	Term in English	Term in the national language
1992	Law (2083/92) on access to doctoral studies	
1982 (1992 amendments)	Law 1268/82, Article 15 parag. 5 amended by Law 2083/92 Article 6 parag. 13, the teaching competency of academics is evaluated, every semester by the students of the modules they teach.	
22 July 2004	Law 3255/22.7.04 on new scheme for Joint Master's Degrees	Diethneis-Diakratikes synergasies gia metaptychiakes spoudes (Διεθνείς – Διακρατικές συνεργασίες για μεταπτυχιακές σπουδές)

For national statistics, see the Annexe at the end of the report.

SPAIN

The main arrangements linked to the Bologna Process are specified in the Organic Act on Universities (*Ley Orgánica de Universidades*, or LOU) and the Organic Act on Qualifications and Vocational Training, adopted in December 2001 and June 2002, respectively. Third-cycle university studies are regulated by the Royal Decree 1998 on the awarding and issuing of the *doctor* title and on other postgraduate studies. On 21 January 2005, the Council of Ministers passed the Royal Decrees regulating the three-cycle structure consisting of graduate (first cycle) and postgraduate (second and third cycle) education and studies in accordance with the general lines emanating from the European Higher Education Area. This transformation will take place progressively until 2010.

The degree structure based on **two main cycles** has not yet been implemented for 2004/05. **Doctoral programmes** are offered by the various faculty departments, and are administered under their supervision and academic responsibility. Some departments do not offer doctoral studies and others offer more than one programme. University institutes may also propose and co-ordinate doctoral programmes under the academic guidance of one or more departments. In order to be accepted for doctoral studies and obtain the

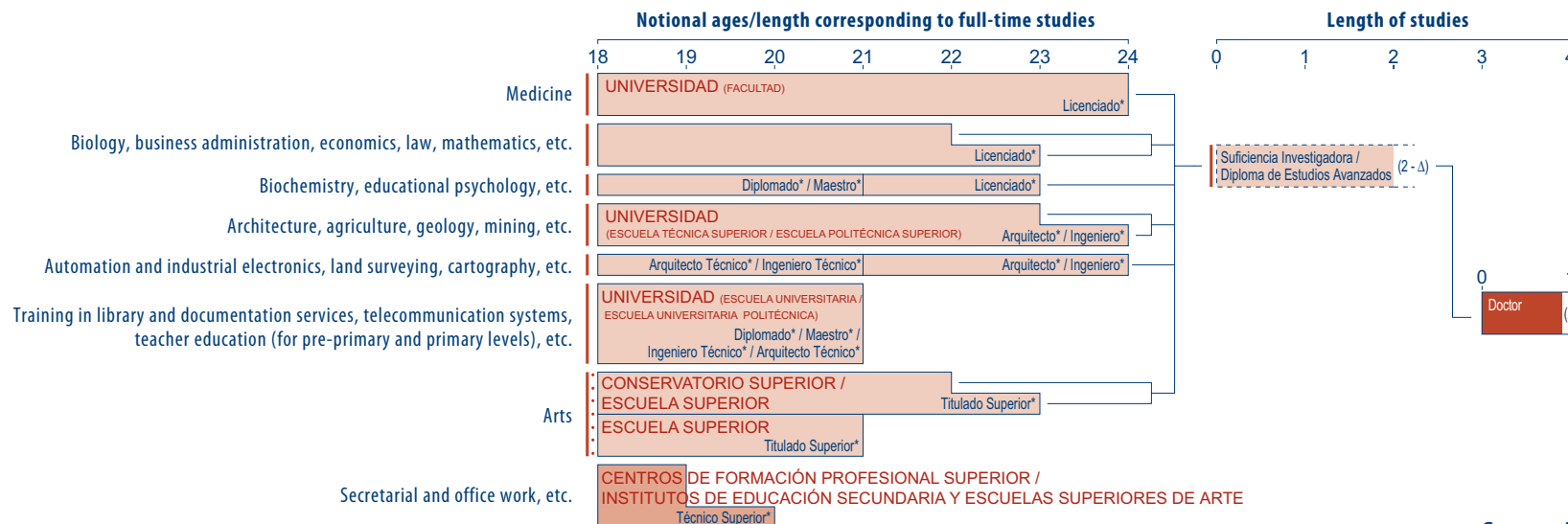
Doctor/a title, a minimum of 300 Spanish credits (one Spanish university credit corresponds to 10 teaching hours) must have been completed in university studies. Candidates must hold the *Licenciado*, *Arquitecto*, *Ingeniero* or equivalent degree, attend and satisfactorily complete the courses, seminars and guided research of the doctoral programme concerned, as well as submit and defend a doctoral thesis consisting of original research in their chosen specialised subject.

The doctorate courses or programmes last a minimum of two years and aim at specialisation in a specific scientific, technical, or artistic field, as well as training in research techniques. With regard to the thesis, those who wish to obtain the 'doctor' title have to submit and pass the corresponding doctoral thesis. There is no fixed time limit for the completion and presentation of the thesis. The doctoral programmes correspond to 32 Spanish credits, divided into two parts. The first is the teaching part, in which a minimum of 20 credits must be completed. Up to five of these credits can be obtained by attending courses or seminars which are not considered to lie within the programme (subject to prior authorisation from the tutor). Satisfactory completion of this teaching part leads to the awarding of a certificate. The second part

focuses on guided research, which is aimed at student specialisation in a particular scientific, technical or artistic field, as well as training in research techniques. A minimum of 12 credits must be completed in this part. Students must prepare one or several supervised research assignments within the department, and the research must be submitted and approved. Once the student has passed both parts, the knowledge acquired is assessed by means of a public presentation before a board, which is different for each programme. Satisfactory assessment is a formal indication of the research ability of the doctoral student. Each university regulates the organisation and approval of courses, seminars and supervised research, as well as the board's assessment of the knowledge acquired.

By agreement, universities can organise joint doctorate programmes leading to just one official *Doctor* title, which may be taken at two or more Spanish or foreign universities. The agreement specifies which of them is to be responsible for registration of the title.

Following the new decree from January 2005, the first cycle will cover basic, general and professional training (between 180 and 240 ECTS credits) leading to the corresponding title. The second cycle (between 60 and 120 credits)



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (institutional level)	qualification	Intermediate diploma	-/n/-	Compulsory work experience + its duration	(n- x)	From n year(s) minimum to x year(s) maximum
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places (national/regional level)	qualification	Qualifying degree	*	Qualification + field of specialisation	(Δ)	Variable duration

Exclusively second-cycle studies leading to *Licenciado* or *Ingeniero* qualifications also exist. These may be accessed by the following students: those who complete the first stage of a long cycle (this first stage may not necessarily be a final qualifying stage); those who already hold a *Diplomado*, *Maestro*, *Ingeniero Técnico* or *Arquitecto Técnico* qualification; and those who complete a long-cycle course and hold a *Licenciado*, *Ingeniero* or *Arquitecto* qualification.

In some fields of study (biochemistry, educational psychology, automation and industrial electronics, etc.), access to the *Licenciado* may be direct and not conditional on students first holding a *Diplomado* or *Maestro*.

Advanced vocational training (e.g. secretarial and office work) consists of *ciclos formativos* (training cycles) divided into modules of variable length related to a variety of professional fields.

SPAIN

will aimed at either an academic or professional specialisation or at promoting an introduction to research tasks. Students will obtain the *Máster* title. The third cycle of university studies (postgraduate) will aim at advanced training in research techniques and may include courses, seminars or other activities. It will include the preparation and presentation of the corresponding doctoral thesis, consisting of an original research work. This leads to the Doctor title, certifying the highest academic rank and entitling the holder to teach and conduct research.

The University Coordination Council (*Consejo de Coordinación Universitaria*), comprising all universities and those responsible for higher education in the Autonomous Communities, will propose the list of new graduate qualifications, to be revised and authorised by the Ministry of Education and Science by the middle of 2005. The drawing up of the specific guidelines for each qualification will begin, to be completed in October 2007.

The 5 September 2003 Decree on the establishment of **ECTS** and the grade system for official university titles valid nationwide, states that these credits must be applied to the guidelines for official university titles approved by the government as well as to the related

syllabuses. The courses of study leading to recognised qualifications are still described using Spanish credits. In that sense, ECTS is used for credit transfer and not for credit accumulation. Spain is currently adapting the system and ECTS is to be applied to all course units in all degree programmes before 1 October 2010.

The 1 August 2003 Royal Decree on the establishment of the procedure for issuing the **Diploma Supplement** applies to all official university titles valid nationwide. The Supplement is issued on request free of charge, in Spanish and another official EU language as determined by the university concerned. Universities in Autonomous Communities with their own joint official language can issue the Diploma Supplement in that language.

In accordance with the 2001 LOU, university **quality promotion and assurance** at national and international levels is one of the prime aims of university policy. In compliance with the Act, the Ministry of Education and Science created the National Agency for Quality Assurance and Accreditation (*Agencia Nacional de Evaluación de la Calidad y Acreditación*, or ANECA) in July 2002.

The main purpose of ANECA is to contribute, through evaluation reports and other reports leading to certification and accreditation, to measuring the performance of higher education as a public service. The Agency also seeks to reinforce transparency and comparability as a means of promoting quality and quality assurance in universities and, by the same token, their integration into the European Higher Education Area. It also seeks to establish accountability criteria.

ANECA carries out its actions through four main programmes.

The **Accreditation** Programme constitutes its main action. The Agency checks compliance with given criteria and established standards, while ensuring that training results are adequate and that the skills acquired by students meet the demands of the labour market and society as a whole. The Programme consists of three stages, namely the *internal assessment*, *external assessment* and *final report*. To validate this process, ANECA has established a National Accreditation Committee (*Comité Nacional de Acreditación*) whose members have a national and international reputation in the fields of teaching and academic research, as well as in the business and professional sectors.

SPAIN

The Institutional Assessment Programme assesses university studies leading to officially recognised qualifications so that improvement plans can be monitored. The criteria and indicators used in this process are the same as those in the accreditation process, and it too has three stages.

The Certification Programme is an external assessment process to verify compliance with a set of previously established specifications. Its main purpose is to check quality and introduce a methodology for promoting the continuous improvement of university programmes and services.

The European Convergence Programme aims to promote actions facilitating the integration of Spanish higher education within the European Higher Education Area.

ANECA fosters institutional relations with international public and private agencies and organisations, and is notably a member of two of the most relevant associations concerned with matters relating to higher education accreditation and evaluation.

The Agency publishes all its documents, findings, details regarding committee membership and relevant aspects of its programmes on its website, in the *AneQualitas* corporate bulletin and via other media, so that public authorities and universities have the information needed to take appropriate decisions within their remit.

Internal evaluation is in line with each university's evaluation plans and with the II Plan for University Quality (II *Plan de la Calidad*

de las Universidades), whose objectives are now being developed and promoted by ANECA.

ANECA is a member of the European Association for Quality Assurance in Higher Education (ENQA) and, since January 2003, has been represented on its steering committee. In February 2003, the Agency also joined the International Network for Quality Assurance Agencies in Higher Education (INQAAHE), and in November 2003 joined the European Consortium for Accreditation (ECA).

SPAIN

Legislative and/or official references

Date	Term in English	Term in the national language
30 April 1998	Royal Decree No. 778 on the regulation of the third cycle of university studies, the award and issuing of the doctor title and other postgraduate studies	Real Decreto 778/1998 por el que se regula el tercer ciclo de estudios universitarios, la obtención y expedición del título de doctor y otros estudios de posgrado
December 2001	Organic Act No. 6 on Universities	Ley Orgánica 6/2001 de Universidades
June 2002	Organic Act No. 5 on Qualifications and Vocational Training	Ley Orgánica 5/2002 de las Cualificaciones y de la Formación Profesional
1 August 2003 (in force since September 12)	Royal Decree No. 1044 on the establishment of the procedure for issuing the Diploma Supplement by universities	Real Decreto 1044/2003 por el que se establece el procedimiento para la expedición por las universidades del Suplemento Europeo al Título
5 September 2003 (in effect since 19 September 2003)	Royal Decree No. 1125 on the establishment of the European system of credits and the grade system	Real Decreto 1125/2003 por el que se establece el sistema europeo de créditos y el sistema de cualificaciones
21 January 2005	Royal Decree 55/2005 on the establishment of the structure of university education and the regulation of Graduate official university studies and Royal Decree 56/2005 regulating Postgraduate official university studies	Real Decreto 55/2005 por el que se establece la estructura de las enseñanzas universitarias y se regulan los estudios universitarios oficiales de Grado y Real Decreto 56/2005 por el que se regulan los estudios universitarios oficiales de Posgrado

Websites

National Agency for Quality Assurance and Accreditation: <http://www.aneca.es/>

FINLAND

The main arrangements linked to the Bologna Process are set out in the government's five-year development plan for education and research. The current development plan covering the years from 2003 to 2008 was adopted by the government in December 2003.

A new government decree on university degrees issued in 2004 together with amendments to the 1997 Universities Act comes into force on 1 August 2005. With this reform, a **two-cycle degree system** with an obligatory Bachelor's degree will be adopted in all fields of study except medicine and dentistry.

Doctoral studies have not been restructured as part of the Bologna Process, but have otherwise been actively developed since the mid-1990s. Third-cycle programmes leading to the *licentiate* and doctorates are available for students with a Master's degree or a corresponding foreign degree. The prerequisite is usually a 'good' grade in the main subject. The *licentiate* is an optional pre-doctoral degree, and is not offered in all fields of study. Universities and their faculties decide on their own degree regulations and curricula within the national degree regulations. According to the law, students awarded a doctorate must

have completed postgraduate studies in addition to their doctoral dissertation. In artistic third-cycle education they may, instead of a dissertation, have to demonstrate in public the knowledge and skills required by the university. The situation concerning taught courses varies from one university or faculty to the next and, even within faculties, there are differences between students depending on their individual study plans.

Doctoral studies are also offered by the graduate schools (*tutkijakoulu*) established in 1995, which have been set up in cooperation with several universities and research institutes. They are linked with centres of excellence in research, high-quality research projects, or nationally comprehensive and academically wide-ranging cooperation networks. In addition to universities, research institutes and enterprises participate in programmes. An important part of the instruction, which is jointly organised, consists of national and international intensive courses. Graduate schools cover all main areas of research. The Academy of Finland supports the graduate schools nominated by the Ministry of Education by funding researcher training courses as well as domestic and foreign travel by doctoral students.

The polytechnic degree is a Bachelor's degree, and second-cycle polytechnic degrees were introduced for a trial period at the beginning of 2002. The latter are for those who hold a first-cycle polytechnic degree or its equivalent, and have acquired a minimum of three years' professional experience. The government bill to introduce second-cycle polytechnic degrees on a permanent basis was submitted to parliament in March 2005, and the reform is expected to come into force in August 2005.

In 2004, in line with the development of joint degrees within the European Higher Education Area, the Ministry of Education made a recommendation concerning international joint and double degrees. The recommendation concerns all degrees and can also be applied to collaborative projects by Finnish higher education institutions (HEIs). In order to ensure the legal protection of students, a joint degree should be arranged so that the degree belongs to at least one country's official degree system.

From August 2005 onwards, the national credit system will be fully replaced by a system based directly on **ECTS** which will be used for both credit transfer and accumulation. The credit reform concerns both universities and polytechnics. In the old system, one credit was

awarded for approximately 40 hours of work (including lectures and other forms of instruction, exercises, seminars, and independent work at home or in the library). In the new system, the completion of one academic year is estimated to require an average of 1 600 hours of work, which is equivalent to 60 ECTS credits. Doctoral programmes are not measured in ECTS credits.

The universities and polytechnics have had a statutory duty since the mid-1990s to issue a **Diploma Supplement** to students on request. Most institutions already issue the English language Diploma Supplement automatically to all students on graduation, and from August 2005 have a statutory obligation to do so. The Ministry of Education reminded HEIs in 2004 that the Supplement should always be free of charge.

Quality assurance in higher education comprises the three elements of national higher education policy, national evaluation and the quality assurance of individual institutions. All Finnish universities and polytechnics are obliged by legislation to evaluate themselves and take part in external evaluations. To emphasise the quality work of HEIs, the Ministry of Education allocates part of

the funding for institutions on the basis of their educational output.

The Finnish Higher Education Evaluation Council (FINHEEC, or *Korkeakoulujen arviointineuvosto/Rådet för utvärdering av högskolorna*) is an independent expert body that was set up in 1995 to assist universities and polytechnics in evaluation matters. Its activities are financed by the Ministry of Education. The Council also functions as an advisory body to the Ministry of Education in matters relating to evaluation and quality assurance. All Finnish universities and polytechnics have been evaluated at institutional level, and the Council has carried out several programme and thematic evaluations.

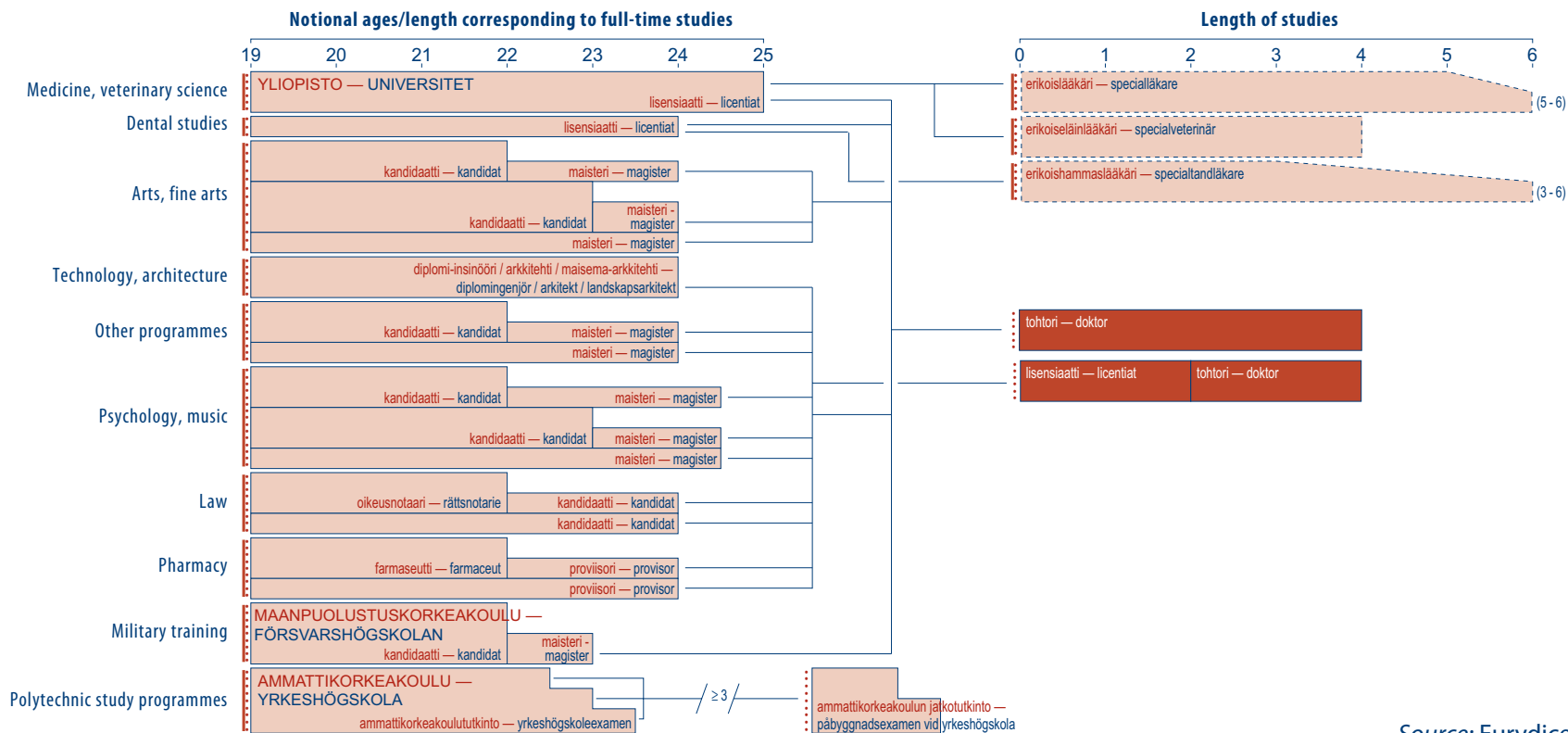
The duties and policies of FINHEEC are governed by the 1995 Decree on the Higher Education Evaluation Council and its 1998 amendment, which specify the duties of the Council. They must assist institutions of higher education and the Ministry of Education in evaluations. They have to organise evaluations of the activities of HEIs and evaluations related to higher education policy. FINHEEC is to engage in international cooperation in higher education and research in this area. Professional courses offered by higher

education institutions will be evaluated and registered.

Furthermore, FINHEEC provides advisory and consultancy services in the implementation of evaluations, develops evaluation methodology and communicates information on good Finnish and international practice to higher education institutions and the Ministry of Education.

FINHEEC uses a basic evaluation method, which is commonly used in international higher education evaluations, and which corresponds to the Council of Europe Recommendation (98/561/EC) of 24 September 1998. While the evaluation pattern used by FINHEEC is not rigidly predetermined, the following is the basic pattern for most of its evaluation projects. It initially makes a decision on an evaluation and appoints a steering committee which then makes a proposal about the composition of an external evaluation team and prepares both a review and project plan. FINHEEC next appoints the team and approves the project plan. The HEI under review compiles a self-evaluation report for the team that visits it. The team then writes a review report published for general consultation, often in English.

Students play an integral part in all evaluations, most of which consist of self-evaluation and



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (institutional level)	<i>qualification</i>	Intermediate diploma	-/n/-	Compulsory work experience + its duration	(n- x) From n year(s) minimum to x year(s) maximum
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places (national/regional level)	<i>qualification</i>	Qualifying degree	*	Qualification + field of specialisation	(Δ) Variable duration

Second polytechnic ISCED 5A degrees correspond to 40-60 national credits (around one to one-and-a-half years of study), but programmes usually last 2-3 years because they are organised in such a way that they can be completed by students in employment.

FINLAND

peer review with international experts, and they are often represented in evaluation steering groups. However, their opinion may also be obtained via questionnaires, interviews and seminars.

The different phases are modified and specified during the course of evaluation which may vary greatly, for example in how rigidly FINHEEC dictates the self-evaluation process. However, this has an effect both on how much freedom the higher education institution has in the self-evaluation process, and on the latitude enjoyed by the external evaluation team.

Furthermore, evaluation may be geared to development or to **accreditation**, as in the accreditation of professional courses and the selection of quality units and centres of excellence on the basis of ranking. These too

follow the basic evaluation method, except that there is no evaluation visit in the selection of quality units and centres of excellence. FINHEEC also works as an accreditation body for continuing education programmes offered by universities and polytechnics. These programmes include MBA programmes, professional development programmes and specialist studies in different fields. FINHEEC is responsible for maintaining the register of accredited programmes.

Besides and within the basic method, FINHEEC uses other evaluation techniques, such as a portfolio, peer review, and benchmarking.

FINHEEC is engaged in several international projects involving the Nordic region, or at European and global levels. It is a member of the European Association for Quality Assurance

in Higher Education (ENQA) and the secretariat of ENQA is currently at FINHEEC. The Council is also a member of the Nordic Quality Assurance Network in Higher Education, which provides a discussion forum on issues in the field.

Besides reforms associated with the Bologna Process, university student admission procedures are developed nationally. The government is planning to reform the system so as to facilitate a quick transition from secondary to higher education and to streamline current procedures. This requires measures such as expanding the joint application system. In addition, opportunities for adult students to participate in university studies will be promoted.

FINLAND

Legislative and/or official references

Date	Term in English	Term in the national language
1995 (amendments 1998)	Decree on the Higher Education Evaluation Council (1320/1995) and its amendment (465/1998)	Asetus korkeakoulujen arviointineuvostosta
1997	Universities Act (645/1997)	Yliopistolaki
13 July 2001	Law on the trial polytechnic post-graduate degrees (645/2001)	Laki ammattikorkeakoulun jatkotutkinnon kokeilusta
9 May 2003	Polytechnics Act (351/2003)	Ammattikorkeakoululaki
15 May 2003	Government Decree on polytechnics (352/2003)	Valtioneuvoston asetus ammattikorkeakouluista
11 May 2004	Recommendation of the Ministry of Education on international joint and double degrees	Opetusministeriön suositus yhteistutkintojen järjestämisestä
19 August 2004 (comes into force on 1 August 2005)	Government Decree on university degrees (794/2004) issued together with amendments to the 1997 Universities Act	Valtioneuvoston asetus yliopistojen tutkinnoista

For national statistics, see the Annexe at the end of the report.

Websites

Ministry of Education: The Bologna Process: <http://www.minedu.fi/minedu/education/bolognaprocess.html>

Ministry of Education: The Higher Education Policy in Finland: <http://www.minedu.fi/julkaisut/Hep2001/index.html>

The Finnish Higher Education Evaluation Council (FINHEEC): <http://www.finheec.fi>

The Finnish ENIC/NARIC Centre: <http://www.opf.fi/info/recognition>

FRANCE

Initiated in 1999, adjustments to the higher education system in accordance with the principles of the Bologna Process have been accompanied by a series of regulations published in April 2002. Among the most noteworthy is a decree to adapt the higher education system to development of the EHEA for the purpose of implementing the *licence-master-doctorat* (LMD, or Bachelor's-Master's-Doctorate) reform.

The existing structure is based on the **three main cycles** of the LMD model. The Master's degree and professional Bachelor's degree, in accordance with the principles of the European plan for professional first-level studies, were introduced in 1999. The conditions for obtaining a Master's degree were defined in the decree of 25 April 2002. For the first time, with the Master's degree, the structure of higher education is applicable to both universities and *grandes écoles* (higher education institutes).

The (professional or research) Master's was introduced in the 2002/03 academic year and requires 120 ECTS credits after the Bachelor's degree, i.e. 300 credits after the *baccalauréat* (secondary school diploma), thus marking the 'Bac + 5' level of studies.

Doctoral studies were also restructured in April 2002. They are organised at doctoral schools in two phases. The first, lasting one year, leads to a research Master's degree or a *diplôme d'études approfondies* (DEA, or pre-doctorate post-graduate degree). The second, lasting three years, leads to a doctorate after the defence of a thesis. The first phase of doctoral studies aims at initiating students to research and confirming their aptitudes in this respect. The doctorate is awarded by universities, *écoles normales supérieures* (*grandes écoles* for the training of teachers) and authorised public higher education institutions (HEIs) alone or jointly, according to the decree issued by ministers in charge of higher education and university research. The possibility to prepare a doctorate within the framework of 'international thesis co-supervision' has been widened since the decree of 6 January 2005. In the same respect, following an agreement of principle between the ministry for national education and the three HEI conferences concerned, the awarding of joint or double degrees in international partnerships will soon be applied to all other degree levels.

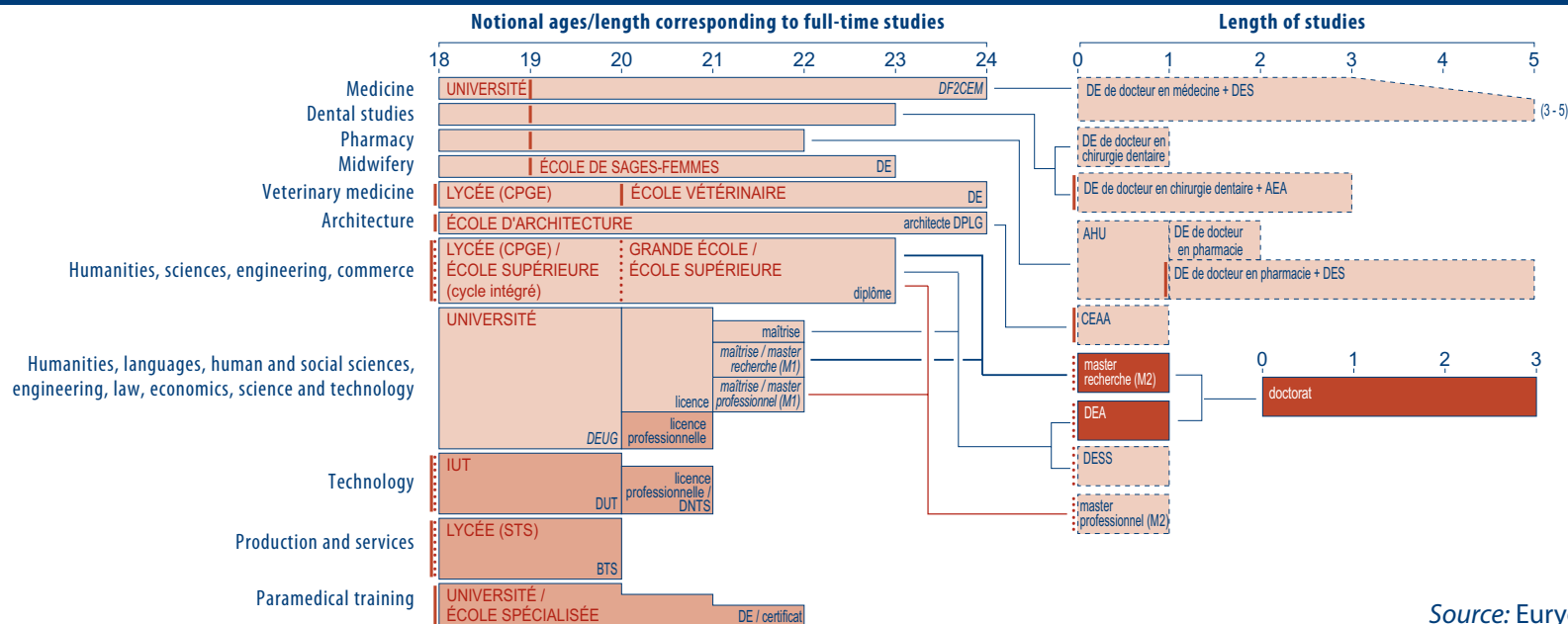
Considering the schedule for the negotiation of four-year contracts between universities and the state, the implementation of the LMD

reform has been effective since the beginning of the 2004/05 academic year for three-quarters of universities. It will become effective for all universities by 2007 at the latest and by 2010 for all HEIs, with the direct application of the Bologna Process principles in the health sector (including paramedical studies) and the field of architecture.

Institutions have begun an overhaul of programmes offered in **ECTS** credits since the 2002/03 academic year, and of the organisation of modular programmes allowing more flexibility and better gradual orientation of students. The ECTS system is used for transfer and accumulation and will be fully implemented by 2007.

Within the framework of the LMD reform, the **Diploma Supplement** is being implemented progressively by all higher education institutions. By 2007, it will be issued automatically by all institutions free of charge, in French and in another language chosen by the institution.

With regard to **quality assessment**, the general principle established by regulations in 2002 is that of regular internal and external evaluation of HEIs as well as programmes and certification measures. The regulation is based on periodic evaluation, which is mandatory so



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (institutional level)	<i>qualification</i>	Intermediate diploma	-/n/-	Compulsory work experience + its duration	(n- x) From n year(s) minimum to x year(s) maximum
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places (national/regional level)	<i>qualification</i>	Qualifying degree	*	Qualification + field of specialisation	(Δ) Variable duration

AEA	<i>Attestation d'Études Approfondies</i>	DE	<i>Diplôme d'État</i>	DNTS	<i>Diplôme National de Technologie Spécialisée</i>
AHU	<i>Année Hospitalo-Universitaire</i>	DEA	<i>Diplôme d'Études Approfondies</i>	DUT	<i>Diplôme Universitaire de Technologie</i>
Architecte DPLG	<i>Architecte Diplômé Par Le Gouvernement</i>	DES	<i>Diplôme d'Études Spécialisées</i>	IUT	<i>Institut Universitaire de Technologie</i>
BTS	<i>Brevet de Technicien Supérieur</i>	DESS	<i>Diplôme d'Études Supérieures Spécialisées</i>	STS	<i>Section de Techniciens Supérieurs</i>
CEAA	<i>Certificat d'Études Approfondies en Architecture</i>	DEUG	<i>Diplôme d'Études Universitaires Générales</i>		
CPGE	<i>Classes Préparatoires aux Grandes Écoles</i>	DF2CEM	<i>Diplôme de fin de deuxième cycle des études médicales</i>		

The *classes préparatoires aux grandes écoles* (CPGE) are of a literary, commercial or scientific nature. Highly selective, they prepare students for the competitive entrance examinations for the *grandes écoles*. In the case of students who are unsuccessful, the classes are generally recognised by universities, which regard them as equivalent to the DEUG in some subjects. The most prominent of the *grandes écoles* are the *écoles normales supérieures* (ENS), the *écoles de commerce et de gestion*, the *écoles d'ingénieurs* and the *instituts d'études politiques* (which involve just one year of preparation in a fully integrated course). By 'fully integrated course' is meant any form of preparation offered within the institution itself. The *écoles* and *instituts* providing vocational education after a competitive examination generally open to holders of a higher education qualification obtained after three years of study, or to state-remunerated public-sector trainees, are not included in this diagram. The institutions most particularly concerned are the *École Nationale d'Administration* (ENA), the *Instituts Régionaux d'Administration* (IRA), the *École Nationale de la Magistrature* (ENM), the *École Nationale de la Santé Publique* (ENSP) and the *Instituts Universitaires de Formation des Maîtres* (IUFM).

FRANCE

that state recognition (in the form of quality assurance guarantees, etc.) and financial support can be granted as appropriate.

National periodic external evaluation of research as well as programmes and degrees, in collaboration with the contractual policy with HEIs, is conducted by specialised national evaluation teams which set the evaluation criteria and make them public. Representatives from the professional world concerned with programme objectives are involved in the evaluation procedure. The results of external evaluation of all activities – scientific, teaching and management – are considered during negotiation of the four-year contract between a university or a HEI and the State. They are also taken into account when the State, as guarantor of the quality of degrees, takes decisions regarding the authorisation to award them.

In the case of engineering, business and management programmes, institutions must be evaluated by specific national commissions

in order to receive the authorisation to award national degrees.

The *Comité national d'évaluation* (CNE, or National Evaluation Committee) has existed since 1984, and is an independent administrative authority with the mission to evaluate public HEIs. Its objective is to conduct a global evaluation of institutions with a view to encouraging the development of autonomy and quality.

The evaluation of an institution by the Committee is based on an internal evaluation (self-evaluation) report provided by the institution. To help institutions conduct internal evaluations, a reference book was prepared by a workgroup from the CNE and the *Inspection générale de l'administration de l'éducation nationale et de la recherche* (General Inspectorate for National Education and Research), in collaboration with the *Conférence des présidents d'université* (CPU, or Conference of University Presidents), and was published in November 2003. Members of the CNE include

foreign academics. Academic and non-academic experts from France or abroad, as well as students, are asked to participate in evaluations.

Methods for the **internal evaluation** of programmes and courses offered at universities are set by the board of governors upon a proposal by the studies and student life council. Elected student representatives participate in the various councils which govern politics and life at universities.

The CNE has been a member of the European Association for Quality Assurance in Higher Education (ENQA) since 2000.

FRANCE

Legislative and/or official references

Date	Term in English	Term in the national language
8 April 2002	Decree No. 2002-481 related to university degrees and titles and national degrees Decree No. 2002-482 concerning adjustments to the French higher education system to develop the European Higher Education Area	Décret n° 2002-481 relatif aux grades et titres universitaires et aux diplômes nationaux Décret n° 2002-482 portant application au système français d'enseignement supérieur de la construction de l'Espace européen de l'enseignement supérieur
16 April 2002	Decree No. 2002-529 related to the validation of higher education studies completed in France or abroad	Décret n° 2002-529 relatif à la validation d'études supérieures accomplies en France ou à l'étranger
23 April 2002	Decree related to university studies leading to a Bachelor's degree	Arrêté relatif aux études universitaires conduisant au grade de licence
24 April 2002	Decree No. 2002-590 related to the validation of acquired experience by higher education institutions	Décret n° 2002-590 relatif à la validation des acquis de l'expérience par les établissements d'enseignement supérieur
25 April 2002	Decree related to the national Master's degree Decree related to doctoral studies	Arrêté relatif au diplôme national de master Arrêté relatif aux études doctorales
6 January 2005	Decree related to international thesis co-supervision'	Arrêté relatif à la cotutelle internationale de thèse

For national statistics, see the Annexe at the end of the report.

CROATIA

The most recent arrangements regarding the Bologna Process are specified in the Act on Scientific Activity and Higher Education of July 2003, and the amendments to it are contained in a further Act of July 2004.

The degree structure is traditionally based on **two main cycles** (consisting of a long first cycle of four to six years and a shorter second cycle lasting a minimum of two years), but the vast majority of students complete their studies at the end of the first cycle. The above-mentioned Act stipulates that a course structure based on **three main cycles** shall be introduced no later than the 2005/06 academic year. All higher education institutions are legally obliged to submit new study programme proposals to the National Council for Higher Education by March 2005. The first cycles at university will normally last three to four years and will lead to the title of *prvostupnik (baccalaureus/a)*. The second cycles will last one to two years and will lead to the *Master of Arts* and *Master of Science*.

The third cycle will last three years. The major difference consists in the fact that the doctorate will not be awarded without proper doctoral study programmes. All other changes are still being determined.

The existing **doctoral studies** last a minimum of two years, or a minimum of one year for

students working towards a doctorate in the academic field in which they have already earned a Master's degree. Normally no compulsory preparatory courses are needed to embark on doctoral studies. Entry requirements are usually a specific grade point average obtained during graduate studies, along with letters of recommendation. Some study programmes (e.g. those at medical school) require published articles and/or attendance of specific courses for enrolment. Taught courses are part of the doctoral phase.

There is little experience with joint European programmes.

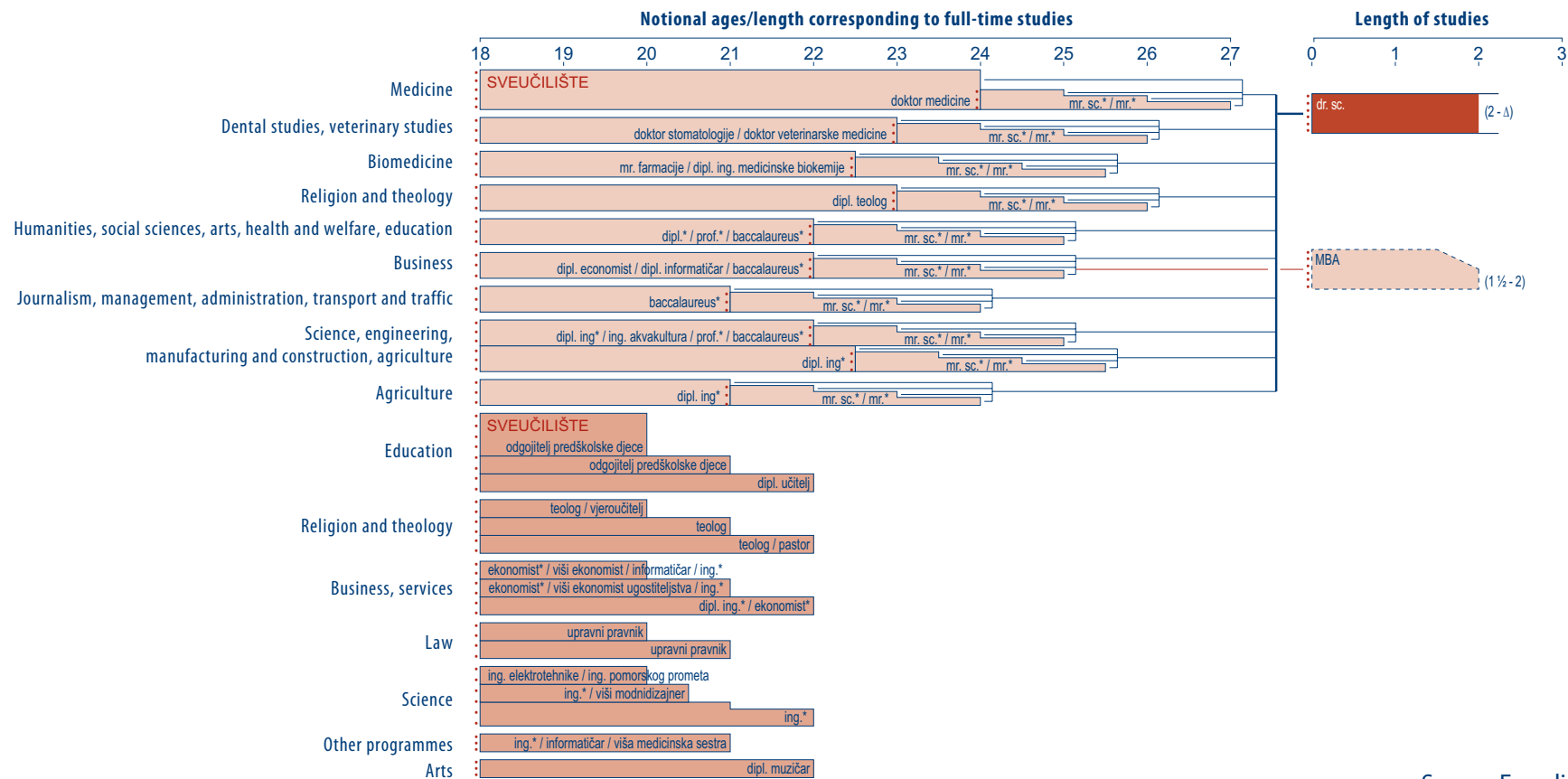
Vocational studies will also be affected by the reform. From the 2005/06 academic year, courses that currently last at least two years will last from two to three years. In exceptional cases in which professional studies conform to international standards, they may last up to four years.

Introduction of **ECTS** is a legal obligation for all higher education institutions, as stipulated by the Act of July 2003. Those institutions that have not yet restructured their programmes are obliged to submit their proposals for new study programmes, as well as the number of ECTS credits for each, by March 2005. ECTS will be introduced no later than the 2005/06

academic year and will be used both in terms of transfer and accumulation. There is no national credit system but some disciplines have developed internal credit systems (similar to ECTS insofar as they award 30 credits per semester).

The Act of 2003 states that a format for the **Diploma Supplement** (*suplement diplome or dopunska isprava*) shall be established by universities, polytechnics and professional higher education institutions. An official model for the Supplement has not yet been finalised. Some faculties have been issuing the Diploma Supplement at the request of students, and some universities have implemented it before others. A regulation adopted in December 2004 determines the format of a Diploma Supplement and stipulates what information it must contain. The Diploma Supplement will be introduced for all students entering higher education in the 2005/06 academic year. However, the regulation does not determine whether a Diploma Supplement will be free of charge, nor does it state what language it will be issued in.

The national body responsible for **external quality assurance** is the National Council for Higher Education (*Nacionalno vijeće za visoku naobrazbu*), established by the Higher



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (institutional level)	<i>qualification</i>	Intermediate diploma	-/n/-	Compulsory work experience + its duration	(n- x) From n year(s) minimum to x year(s) maximum
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places (national/regional level)	<i>qualification</i>	Qualifying degree	*	Qualification + field of specialisation	(Δ) Variable duration

Dipl. *Diploma* | Dr. sc. *Doctor scientiarum* | Mr *Magister* | Prof *Professor*
 Dipl ing *Diplomirani inženjer* | Ing. *Inženjer* | Mr sc - *Magister scientiarum*

From 2005/06, doctoral programmes will last at least 3 years.

CROATIA

Education Act of 1993. The National Council is a state-funded body with four important responsibilities related to external quality assurance. It handles the evaluation of higher education on the basis of a qualitative appraisal of existing higher education institutions and their curricula in comparison with international standards. The Council is also responsible for providing the university senate with an opinion regarding the implementation and organisation of postgraduate academic studies. It participates in the process of determining qualitative standards for purposes of institutional accreditation, as well as in the periodic evaluation (every five years) of the quality and efficiency of teaching, academic and professional activities at higher education institutions.

Institutional **accreditation** is granted by the Ministry of Science, Education and Sports in accordance with the assessment of evaluation findings carried out by the National Council of Higher Education.

Periodic evaluation of higher education institutions and programmes is initiated by the Ministry and is carried out by its expert commissions. Commissioners are appointed by the Minister following a National Council recommendation. The commissions base their

assessment on the self-evaluation of the higher education institutions and on the opinions of professional societies and reputable international experts. Evaluations of higher education institutions by expert commissions are kept by the National Council for Higher Education but are not published. Some of institutions publish their evaluations on their websites.

Students have been involved in external reviews at the university level.

Discussions regarding the need for **internal quality assurance** mechanisms have been going on for some time, and certain universities have set up institutional bodies for safeguarding and advancing the quality of internal processes. So far, self-evaluations have been an integral part of the evaluation procedure by expert commissions. Students have been involved in the internal evaluation (of some higher education institutions only), through ECTS committees, quality assessment committees and student evaluation projects, and as members of faculty councils and university senates.

The 2003 Act introduces considerable changes to existing quality assurance practices, including the establishment of an independent body for quality assurance as well as the

Agency for Science and Higher Education (*Agencija za znanost i visoko obrazovanje*), which will serve as a third party enabling and safeguarding unbiased quality control of academic and higher education institutions. In July 2004, the Regulation establishing the Agency for Science and Higher Education was passed and the latter has been operational since January 2005.

The Agency will be responsible for providing expert support in the process of evaluating academic organisations and higher education institutions, as well as in the evaluation of national scientific networks, establishing quality assurance systems at higher education institutions and accrediting study programmes. It will also collect and analyse data related to the national science and higher education system. Furthermore, it will be responsible for enabling the Croatian higher education system to network with European and international education systems, securing conditions for joining the European Association for Quality Assurance in Higher Education (ENQA), and enhancing the presentation and implementation of the Bologna Process. Finally, it will establish the national quality assurance network as well as the Croatian ENIC office.

CROATIA

Experts propose that the Agency should consist of three departments. One of them would be the quality assurance department, which would be intended to serve as an independent body for external quality assurance and to perform external evaluations of institutions and study programmes. At some time in the future, this department might be transformed into an independent agency, in line with quality assurance practices in most EU countries. It is desirable that the external evaluation carried out by the department should be preceded by internal assessments (self-evaluation). The team performing external evaluation will consist of university professors and external experts, with scope for the inclusion of student representatives.

In accordance with the Act, the National Council for Higher Education (*Nacionalno vijeće za visoko obrazovanje*) with redefined responsibilities was set up at the end of February 2005 and has started functioning. The Council shall be an expert advisory body responsible for the development and quality of the higher education system as a whole. As part of its tasks related to quality assurance, it will give its consent to the requirements of the Rector's Conference and the Council of Polytechnics and Schools of Professional Higher Education for obtaining scientific research and teaching grades, artistic teaching grades and other teaching grades. It will present the Minister with proposals for regulations on standards and criteria for

establishing and assessing higher education institutions and programmes, as well as proposals regarding the issuing of accreditations. The Council will also appoint evaluators and give an opinion on the establishment of new higher education institutions and programmes, as well as assess higher education institutions and programmes.

In 2001, this body became a member of the Central and Eastern European Network of Quality Assurance Agencies of Higher Education (CEENQAHE). Croatia is also an eligible member of the ENQA.

CROATIA

Legislative and/or official references

Date	Term in English	Term in the national language
26 October 1993	Higher Education Act	Zakon o visokim učilištima
23 July 2003, amended on 21 July 2004	Act on Scientific Activity and Higher Education	Zakon o znanstvenoj djelatnosti i visokom obrazovanju
15 July 2004	Regulation for Establishing the Agency for Science and Higher Education	Uredba o osnivanju Agencije za znanost i visoko obrazovanje
21 July 2004	Act on Revisions and Additions to the Act on Scientific Activity and Higher Education	Zakon o izmjenama i dopunama zakona o znanstvenoj djelatnosti i visokom obrazovanju
29 December 2004	Regulation of the Content of Diplomas and Additional Documents on Studies	Pravilnik o sadržaju diploma i dopunskih isprava o studiju

For national statistics, see the Annexe at the end of the report.

HUNGARY

The organisation of the higher education sector is governed by the Higher Education Act adopted in 1993 and amended several times since 1996. The latest proposed amendment to the Act (2004) is currently under national debate.

The new degree structure based on **three cycles** was adopted in December 2004 but has not yet been fully implemented. Higher education institutions are obliged by law to launch programmes of this kind with effect from the 2006/07 academic year. All main fields of study (with the exception of architectural engineering, dentistry, law, pharmacy and veterinary studies, which retain a long single-cycle structure) should be implemented in accordance with the new structure. The first cycles will consist of programmes leading to Bachelor's degrees (*főiskolai oklevél*) and lasting 3 or 4 years while the second cycles will lead to Master's degrees (*egyetemi oklevél*) and last 2 to 3 years. Since the 2004/05 academic year, a series of pre-selected Bachelor's-type programmes has already been introduced. The dual system, consisting of programmes that last 3-4 years for a *főiskolai oklevél* and 5-6 years for an *egyetemi oklevél*, is to be retained alongside them until 2006/07.

A 3-year **doctoral** study programme (*doktori képzés*) already in existence will follow any Master's qualification or equivalent title. In addition to the Master's qualification or equivalent title, each candidate has to possess a type 'C' middle-level foreign language certificate (written and oral) and has to undergo the entry procedure which includes a written dissertation plan and an interview. Further entry requirements can be set by the institutions. Taught courses are integral parts of the doctoral phase. In each semester, 30 credit points are awarded, which amounts to a total of 180 credit points for the 6 semesters.

The awarding of joint doctoral degrees has not yet been provided for in the legal statutes.

Two-year advanced vocational programmes (*felsőfokú szakképzés* at ISCED level 5B) are available on an optional basis prior to first-cycle programmes leading to advanced vocational qualifications. Such programmes can count towards any ISCED 5A programmes up to a maximum of 60 credit points.

Professional higher education training programmes (*szakirányú továbbképzés* at ISCED level 5A) can follow on from any degree (Bachelor's or Master's) and involve specialisation in a field of study (with the

awarding of a certificate on completion) but do not lead to another degree.

ECTS has been provided for in law since November 2000 and has been introduced in practice since the 2003/04 academic year. It is mandatory and is used both in terms of transfer and accumulation.

The **Diploma Supplement** has been issued by higher education institutions since July 2003 and is delivered upon students' request. In such instances, institutions provide the document free of charge in Hungarian. An English version may also be requested by students and delivered for a fee determined by the institution.

The Hungarian Accreditation Board (*Magyar Akkreditációs Bizottság* or HAB) is responsible for **quality assurance**. It is an independent body of experts, consisting of 30 members mostly involved in higher education and research institutions. Students are represented by two regular participants at the meetings of this body.

In terms of **internal evaluation**, institutions are obliged to prepare their annual institutional evaluation report to be discussed and voted by the institutional council. As part of the accreditation procedure (every 8 years) and the interim control procedure (4 years after

HUNGARY

accreditation), they are also required to prepare self-evaluation documentation, for which the HAB provides detailed guidance.

Students take part in the evaluation procedure at institutional level. The institution's annual evaluation report is accepted by the institutional council, on which students are represented. The self-evaluation documents contain spaces for students to give their opinion.

External evaluation is a lengthy multi-level process. The institution prepares its documentation and self-evaluation report based upon the pre-set HAB guidelines. The HAB nominates a Visiting Accreditation Committee (*Látogató Bizottság*), the composition of which varies according to the type of institution, the number of faculties and number of degree programmes. Based on the self-evaluation report, experiences, documented interviews and meetings during the visit, the Visiting Committee prepares its own report for the HAB. The comments and evaluation of the HAB are communicated to the institution, which is given the opportunity

to make further remarks. The report, thus further supplemented, reaches the full plenary meeting of the HAB (30 members, 5 counsellors, 4 regular participants) during which it is finalised.

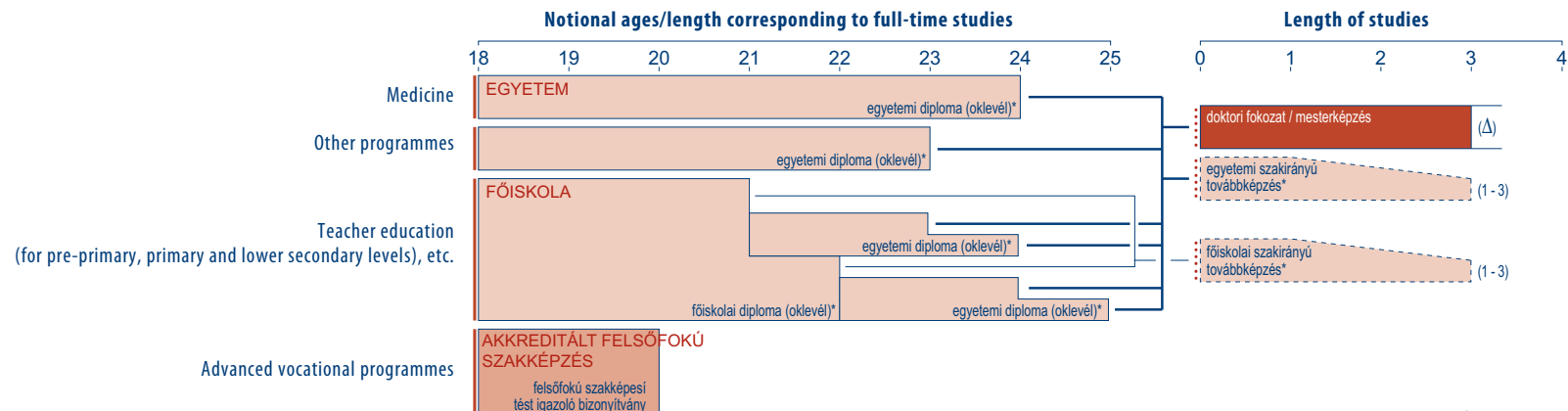
The Visiting Accreditation Committee (*Látogató Bizottság*) meets the students and their representatives during the external evaluation procedure and conducts an interview according to pre-set guidelines. At national level, one representative of the National Organization of Student Self-governing Bodies (*Hallgatói Önkormányzatok Országos Konferenciája*) and one of the National Union of PhD students (*Doktoranduszok Országos Szövetsége*) is delegated to participate regularly at the HAB meetings.

The **accreditation** procedure is mandatory and involves two separate procedures. On the one hand, it involves examining higher education institutions (education and training activities and conditions, research activities and facilities, staff, organisational structure and infrastructure) and, on the other hand, the degree programmes themselves (their

curriculum content, the proportion of practical and theory-based instruction, qualified staff and infrastructure). Each institution has to undergo the accreditation procedure every 8 years and an interim control procedure after 4 years. The State Audit Office (*Állami Számvevőszék*) exercises the right to investigate the financial activities of institutions.

The result of the accreditation procedure provided in a summarised format are made public in the Accreditation Bulletin (*Akkreditációs Értesítő*) as well as on the website of the Hungarian Accreditation Board.

The Hungarian Accreditation Board has been a full member of the European Association for Quality Assurance in Higher Education (ENQA) since 2000.



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (institutional level)	<i>qualification</i>	Intermediate diploma	-/n/-	Compulsory work experience + its duration	(n- x)	From n year(s) minimum to x year(s) maximum
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places (national/regional level)	<i>qualification</i>	Qualifying degree	*	Qualification + field of specialisation	(Δ)	Variable duration

ISCED 5B advanced vocational programmes lead to a *bizonyítvány*, which is a certificate and not a degree like the *oklevél*. Until full implementation of the two-cycle system in 2006/07, ISCED 5B qualifications will continue to give access to the labour market with the possibility of exemption from part of any ISCED 5A programmes up to a maximum of 60 credit points.

The qualification *főiskolai szakirányú továbbképzés* does not provide access to *doktori fokozat* and *mesterképzés*.

HUNGARY

Legislative and/or official references

Date	Term in English	Term in the national language
3 August 1993	Higher Education Act LXXX of 1993	1993. LXXX. törvény A felsőoktatásról
4 June 1999	Act No. LII. of 1999 on institutional integration (first step towards a linear degree system)	1999. LII. Törvény A felsőoktatási intézményhálózat átalakításáról továbbá a felsőoktatásról szóló 1993. évi LXXX törvény módosításáról
29 November 2000	Governmental decree 200/2000 on the implementation of the credit system and on the central registration of institutional credit systems	Kormányrendelet 200/2000. A felsőoktatási tanulmányi pontrendszer (kreditrendszer) bevezetéséről és az intézményi kreditrendszerek egységes nyilvántartásáról
24 December 2001	Act No. XCIX of 2001 regulating the implementation of ECTS	2001. évi XCIX. Törvény A felsőoktatási képesítéseknek az európai régióban történő elismeréséről szóló, 1997. április 11-én, Lisszabonban aláírt Egyezmény kihirdetéséről
3 June 2003	Act XXXVIII of 2003 regulating the implementation of the Diploma Supplement	2003. évi XXXVIII. törvény A felsőoktatásról szóló 1993. évi LXXX. törvény módosításáról
28 December 2004	Governmental decree 381/2004 (28.12.) regulating the new degree structure	381/2004. (XII. 28.) Kormány rendelet A többciklusú felsőoktatási képzési szerkezet bevezetésének egyes szabályairól
1 January 2005	Act CXXXV of 2004 on the Budget regulating certain aspects of the new degree structure	2004. évi CXXXV törvény a Magyar Köztársaság 2005. évi költségvetéséről

For national statistics, see the Annexe at the end of the report.

Website

Website of the Hungarian Accreditation Board for further information on the results of the accreditation procedure: <http://www.mab.hu>

IRELAND

The Universities Act and the Qualifications (Education and Training) Act adopted in 1997 and 1999, respectively, regulate the most recent arrangements linked to the Bologna Process in higher education institutions.

The traditionally existing degree structure based on **two main cycles** (Bachelor's degrees are awarded after 3 or 4 years, while courses leading to Master's or other postgraduate degrees last between 1 and 3 years) fits with the model set out in the Bologna Declaration. Typically **doctoral** awards (PHD) are obtained by a process of supervised research resulting in the production of a thesis. There are a small number of programmes (profession training in the sense of research skills such library referencing skills, research skills, widening academic environment, etc.) where there is substantial taught part in addition to the thesis. It runs in parallel with the research element.

The **ECTS** has been incorporated into the national awards system of the Higher Education and Training Awards Council (HETAC) since 1989 and is implemented in many programmes in the institutes of technology and the Dublin Institute of Technology. Three universities use ECTS for all students, while the remaining 4 universities use it mainly for students under Erasmus

Programmes. In order to review the existing systems in place and comply with the European approach, the National Qualifications Authority of Ireland established a Technical Advisory Group on Credits in 2002. However, the use of ECTS in other higher education institutions is associated mainly with students in the Socrates (Erasmus) programme. As regards credit accumulation, awards are made in a sizeable number of HEIs when the requisite number of credits have been accumulated. However, there are as yet relatively few developments concerning credit accumulation over an extended period (i.e. beyond the conventional three-year duration of a BA degree).

The **Diploma Supplement** was introduced on a pilot basis in February 2004. It is now being 'rolled-out' to all HEIs, commencing with those 2005 graduates with the Institutes of Technology and other non-university sectors. It will be issued automatically and free-of-charge. It is also anticipated that the two of the seven universities will issue to their 2005 graduates, while the remaining will take a further year.

The bodies involved in **quality assurance** are under the responsibility of the Department of Education and Science.

The Higher Education Authority (HEA) was established in 1972 and is responsible for furthering the development and assisting in the co-ordination of State investment in higher education. The HEA has a statutory role to assist universities in achieving their objectives. Furthermore it may review and report on quality procedures in the universities.

The National Qualifications Authority of Ireland (NQAI) was established by the Qualifications (Education and Training) Act 1999, and is responsible for establishing and maintaining the National Framework of Qualifications.

The Higher Education and Training Awards Council (HETAC) which was also established as part of the 1999 Act, is the qualifications awarding body for the Institutes of Technology and other non-university higher education colleges and institutions. HETAC may also delegate the authority to make awards to the Institutes of Technology. The Higher Education and Training Awards Council (HETAC) is required under the Qualifications (Education and Training) Act 1999 to agree and review the effectiveness of quality assurance procedures with its providers of higher education and training programmes. All higher education institutions are primarily responsible for establishing quality assurance procedures in

IRELAND

accordance with HETAC guidelines and criteria. HETAC is responsible for both accreditation and for external evaluation. International expert peers are consulted on all quality assurance and other accreditation activities of the Council. HETAC has engaged over twenty five international peers to participate in programme accreditation, delegated authority (Institutional accreditation), research accreditation and quality assurance activities, in the past eighteen months.

In 2002 HETAC published Guidelines and Criteria for Quality Assurance Procedures in Higher Education and Training. These require all providers of higher education and training programmes associated with HETAC to establish quality assurance procedures and agree those procedures with HETAC. Twenty-two providers have agreed quality assurance procedures with the Council to date. A review of the effectiveness of the quality assurance procedures will commence in 2005. The governance of HETAC includes expert members with overseas international experience in higher education and quality assurance systems from Europe and North America.

In addition to these bodies, the Irish Universities Quality Board (IUQB) was

established in 2003 and will support universities in relation to quality assurance procedures.

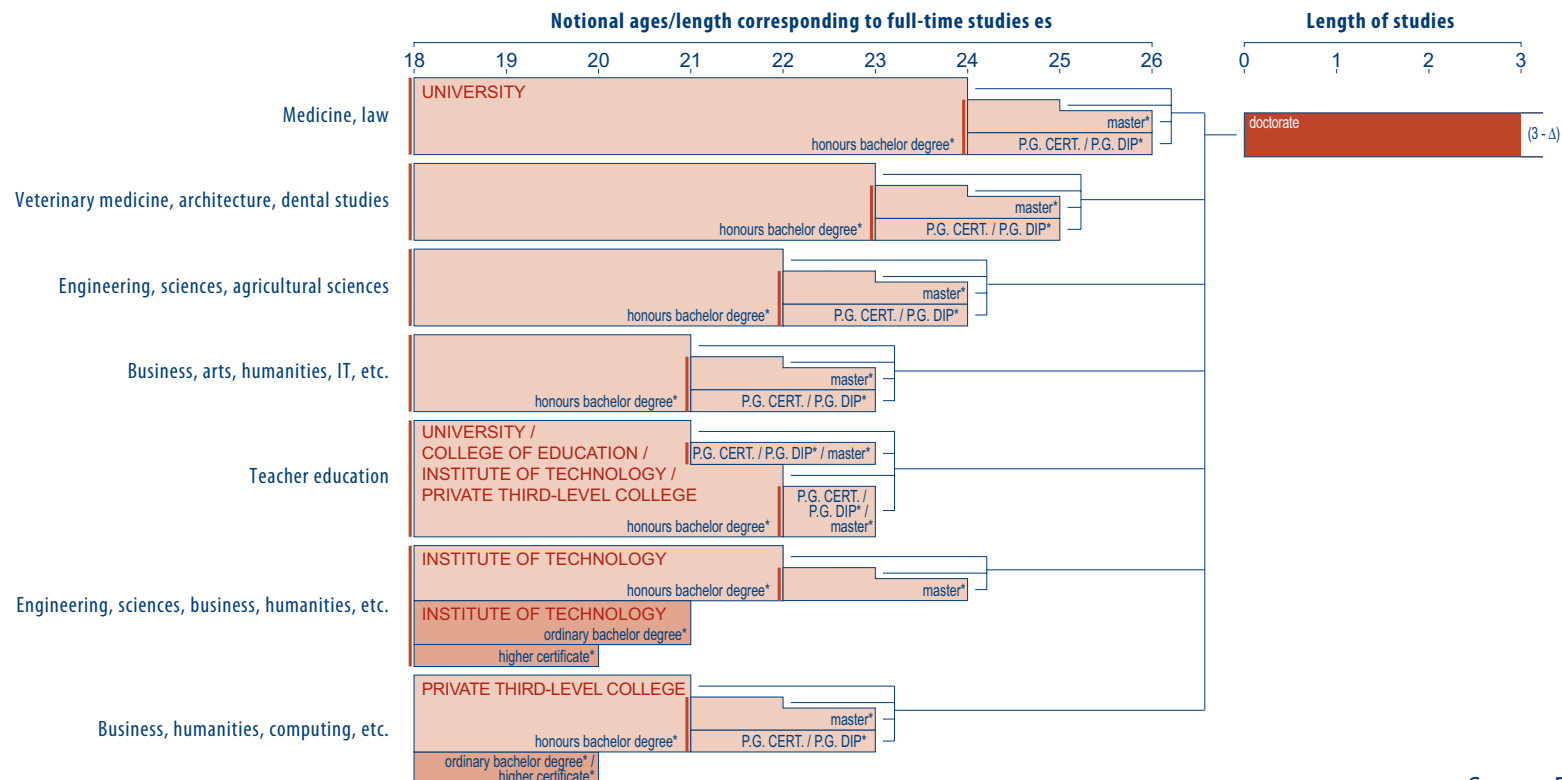
The Universities Act 1997 requires the universities to establish procedures for quality assurance aimed at improving the quality of education and related services provided by universities. It includes the conduct of evaluation at regular intervals and in any case not less than once in every 10 years or longer if determined by the university in agreement with the Higher Education Authority (HEA). Such reviews are undertaken by persons, other than employees, who are competent to make national and international comparisons on the quality of teaching and research and the provision of other services at university level. In addition, a review of the effectiveness of quality assurance procedures is also carried out by the Universities (at least every 15 years) in consultation with the HEA. The external members of the IUQB board includes at least two persons from outside Ireland with experience of accreditation and quality assurance of academic programmes in universities in Europe and North America. External members also include someone with experience of professional accreditation and a person with a background in quality improvement and assurance as it relates to

management and services. One of the external members acts as Chair of the Board and the Chief Executive of the IUQB acts as Secretary.

The HEA/IUQB joint review of the effectiveness of QA procedures in the universities is being undertaken by teams of international experts from Europe and North America.

On a wider level, the Higher Education Authority has a statutory role under the Act to assist universities in the achievement of their objectives generally. Furthermore, it may review established quality assurance procedures and may publish a report on the outcome of any such reviews – a process conducted in consultation with the National Qualifications Authority of Ireland. The first such review of quality assurance procedures is being undertaken by the Higher Education Authority in conjunction with the IUQB and this will be concluded in early 2005.

In recent years, the seven Irish Universities have co-operated in developing their quality assurance systems and in representing their approach nationally and internationally as a unique quality model appropriate to the needs of Irish Universities. Further collaboration will be ensured by the decision of the governing authorities to establish the Irish Universities Quality Board.



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (institutional level)	<i>qualification</i>	Intermediate diploma	-/n/-	Compulsory work experience + its duration	(n- x) From n year(s) minimum to x year(s) maximum
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places (national/regional level)	<i>qualification</i>	Qualifying degree	*	Qualification + field of specialisation	(Δ) Variable duration

P.G. CERT. *Postgraduate Certificate* | P.G. DIP. *Postgraduate Diploma*

IRELAND

While DIT (Dublin Institute of Technology) has primary responsibility for the implementation of quality assurance procedures, the National Qualifications Authority of Ireland (NQAI) has a quality assurance review role in relation to these procedures. The DIT is at present undergoing an external quality assurance evaluation by the European Universities Association (EUA) on behalf of the NQAI.

The Dublin Institute of Technology has made its own awards at Certificate and Diploma level for more than 50 years. The quality assurance system of DIT was assessed by an International Review Team in 1996; this team recommended that DIT be granted the power to award its own degrees. The recommendation was accepted and implemented by the Minister for Education and Science. Internationally, DIT is an active member of EUA.

Students are represented on, inter alia, the Governing Bodies of Higher Education institutions established in statute, the Higher Education Authority (HEA), the National

Qualifications Authority of Ireland (NQAI), Higher Education and Training Awards Council (HETAC) and the Further Education and Training Awards Council (FETAC).

Student representation has been further advanced through the policy initiatives on quality assurance, where the proposed system recognises the importance of students in the process, particularly in reviews of academic Departments and of units that directly provide services to students. This approach is underpinned by legislation, including the Universities Act, 1997 and the Qualifications (Education and Training) Act 1999.

HETAC has extended student representation to include activities such as the delegation of authority to make awards evaluation and committee representation for the Programme Accreditation Committee.

The Irish Higher Education Quality Network was established in October 2003 as a formal network. The network comprises the main

organisations with a role or significant interest in quality assurance in higher education and training in Ireland. Membership includes the Universities, the Institutes of Technology, the Higher Education Colleges Association, the HEA, HETAC, IUQB, DIT, NQAI and student representatives. The network is working towards the development of a common national position on key quality assurance issues in order to inform the debate on those same issues at the European level. The network provides a forum for discussion of quality assurance issues amongst the principal national stakeholders involved in quality assurance of higher education and training in Ireland and allows for the dissemination of best practice in quality assurance amongst practitioners and policy makers involved in the Irish higher education and training sector. The Higher Education Authority, Higher Education and Training Awards Council (HETAC) and National qualifications Authority of Ireland are all members of the European Association for Quality Assurance in Higher Education (ENQA).

IRELAND

Legislative and/or official references

Date	Term in English
1997	Universities Act
1999	Qualifications (Education and Training) Act

For national statistics, see the Annexe at the end of the report.

Websites

Department of Education and Science: <http://www.education.ie>

The Higher Education Authority (HEA): <http://www.heai.ie>

The National Qualifications Authority of Ireland (NQAI): <http://www.nqai.ie>

The Higher Education and Training Awards Council (HETAC): <http://www.hetac.ie>

ICELAND

Higher education is regulated by the Universities Act adopted in 1997. In 2003, the Ministry of Education, Science and Culture appointed a national Bologna working group to co-ordinate and conduct the process, as well as to provide input and make proposals for possible legislative reforms and regulations in order to ensure successful implementation. The group consists of representatives from the Ministry, all Higher Education Institutions (HEIs) and student organisations.

A degree structure based on **two main cycles** (Bachelor's/Master's) existed for a long time in parallel with the single-structure *Candidatus*

degrees (four to six years). In recent years, many *candidatus* degrees have moved towards the two-cycle system. Traces of the one-tier system remain.

Doctoral programmes are offered in two HEIs in several fields. In some fields, students have the possibility to enrol in a doctoral programme without having completed a MA/MSc degree, but in this case the duration of the doctoral programme is prolonged. The doctoral programmes include course work, which usually makes up about 15% of the programme. Each HEI that has been permitted to grant second- and third-level degrees can

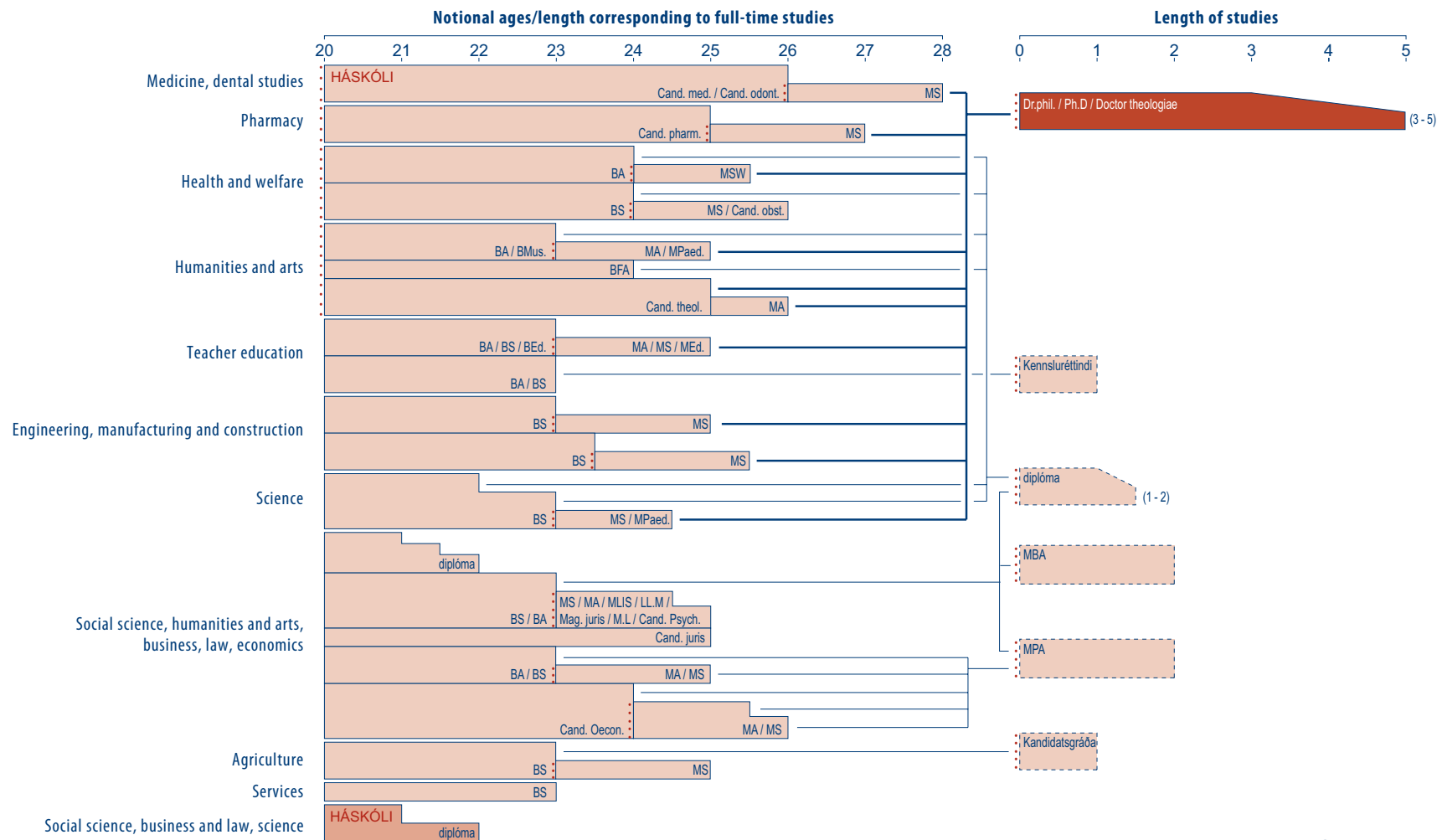
decide on the duration and form of the degrees.

Joint degrees do not have a clear legal basis in the Universities Act. However, the Ministry of Education, Science and Culture is preparing an amendment to the Act to facilitate them. Joint study programmes are nevertheless offered in some study fields.

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BA	<i>BA-gráða/Bachelor of Arts</i>	Cand. Oecon	<i>Candidatus oeconomiae</i>	MBA	<i>Master of Business Administration</i>
BEd	<i>BED-gráða/Bachelor of Education</i>	Cand. pharm	<i>Candidatus pharmaciae</i>	MEd	<i>Master of Education</i>
BFA	<i>BFA-gráða/Bachelor of Fine Arts</i>	Cand. Psych.	<i>Candidatus psychologiae</i>	MLIS	<i>Master of Library and Information Science</i>
BMus	<i>BMus-gráða/Bachelor of Music</i>	Cand. theol.	<i>Candidatus theologiae</i>	MPA	<i>Master of Public Administration</i>
BS	<i>BS-gráða/Bachelor of Science</i>	Dr. phil	<i>Doctor philosophiae</i>	MPaed	<i>Magister Paedagogiae</i>
Cand. juris	<i>Candidatus juris</i>	LL.M	<i>Master of Laws</i>	MS	<i>Master of Science/Magister Scientiarum</i>
Cand. med	<i>Candidatus medicinae</i>	M.L	<i>Master of Law</i>	MSW	<i>Master of Social Works</i>
Cand. obst	<i>Candidatus obstetriciorum</i>	MA	<i>Master of Arts/Magister artium</i>	Ph.D.	<i>Philosophiae Doctor/Doctor philosophiae</i>
Cand. odont	<i>Candidatus odontologiae</i>	Mag. juris	<i>Magister juris</i>		

The selection procedure at the point of entry applies only to courses in the following fields: medicine, physiotherapy (an entrance examination was introduced in June 2003) and fine arts. In dental studies and nursing, there is a numerus clausus after the first term.



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (institutional level)	<i>qualification</i>	Intermediate diploma	-/n/-	Compulsory work experience + its duration	(n- x) From n year(s) minimum to x year(s) maximum
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places (national/regional level)	<i>qualification</i>	Qualifying degree	*	Qualification + field of specialisation	(Δ) Variable duration

ICELAND

ECTS has been used in parallel with the national credit system since 1990 in most HEIs. The national credit system, in which one credit is equivalent to two ECTS credits, is based on the same principles as ECTS and is used by all HEIs. According to the Universities Act, a full study programme normally consists of 30 national credits per academic year. There is no legislation concerned specifically with ECTS. Credits are awarded for all courses in all degree programmes and reflect student effort, class attendance, homework and examinations. ECTS credits are used by universities alongside national credits for credit transfer and accumulation.

All HEIs will introduce the **Diploma Supplement** (DS) for graduates no later than in spring 2005. Already in 2004, some HEIs issued DS to all graduates. The DS will be available automatically and free of charge to all students. The DS is issued in English, but some HEIs issue it in Icelandic as well.

General provisions for the **assurance of quality** in higher education are laid down in the Universities Act of 1997, and in regulations from 1999 set on the basis of the Act and revised in 2003. The Division of Evaluation and Supervision was established in 1996 in the Ministry of Education, Science and Culture. The

Division exercises its responsibilities at national level. According to the regulations, it is the responsibility of each HEI to set up a formal **internal quality** control system. The regulations also state that the Ministry of Education can take the initiative in conducting **external evaluations** of clearly specified units within institutions or of institutions as a whole. For this task, an external, independent panel of specialists is appointed to implement the evaluation. A peer review group is comprised of three to six people. The group must include individuals who have qualifications in the relevant field of scholarship, or extensive work experience in higher education, quality control and employing graduates. No member of the peer review group may have any links to the institution evaluated. At least one member of the group must be employed outside Iceland.

The Minister of Education determines when an external evaluation shall take place, as stipulated in the regulations, and what the focus of the evaluation shall be.

External evaluations carried out in recent years have mainly focused on specific programmes in one institution or across institutions. Evaluations focusing on the administration and management of private institutions have also been conducted.

According to regulations, it is the responsibility of each HEI to set up a formal internal quality control system. The procedure for evaluating programmes at the level of higher education consists of self-evaluation by the institution, a site visit by external experts (including international experts) and the publication of a final report. The Ministry of Education is responsible for the follow-up of the evaluation.

The higher education quality assurance regulations state that students must be among the members of the institution's self-evaluation group. For example, it is proposed that they should take part in course evaluation. Students are also involved in site visits. The peer review group interviews 8-12 students during each visit and, when planning the visit schedule, the Ministry of Education and HEI contact person consult with student representatives to secure contacts.

In 2004, the Ministry of Education established a special committee on quality in the education sector. The mission of the committee is to map the situation concerning quality issues at all educational levels. For the HE level, the Bologna process will be at the forefront of the work.

A three-year action plan (2005-2007) on HEI evaluation has been agreed. The plan specifies

ICELAND

the kind of evaluations that will be conducted within the timeframe. It includes both programme evaluations and institutional evaluations. As a general rule, the evaluations are conducted by independent experts outside the Ministry.

The Ministry of Education signs performance-related contracts with all HEIs. Appended to each contract is a list of the degrees that each institution is allowed to offer. If a HEI wants to establish a new programme or degree, this has to be recognised by the Ministry of Education and added to the list. The Ministry of Education

regularly publishes a list of all degrees that are recognised by national authorities.

The Ministry of Education is a member of the European Association for Quality Assurance in Higher Education (ENQA). It participates in INQAAHE networks and in NOQA, the Nordic Network of Quality Assurance Agencies.

Legislative and/or official references

Date	Term in English	Term in the national language
1997	Universities act	Lög um háskóla
2003	Regulations (no. 666/2003) on quality assurance in higher education	Reglur (no. 666/2003) um gæðaeftirlit með háskólakennslu

For national statistics, see the Annexe at the end of the report.

ITALY

The university sector is governed by Ministerial Decrees of 1999 and 2004 regulating university autonomy and making provisions for new degree structures.

In accordance with the Decree adopted in 1999 and implemented in 2001, the degree structure has been based on **three main cycles**, but a two cycle structure also widely occurs. In addition, *Laurea* holders are offered an alternative degree programme consisting of at least 60 national credits, which leads to the *Master universitario di I livello*. This latter does not give access to doctoral programmes.

The *Laurea* provides undergraduates with knowledge of academic principles and specific professional skills. The *Laurea specialistica* gives graduates advanced education for highly skilled professions. The *Master universitario di I livello* offers academic or professional specialisation in specific fields.

The reform also includes provision for third-cycle programmes. The *Dottorato di ricerca* trains postgraduates for highly specialised research. No compulsory preparatory programmes or courses are specified by the legislation. **Doctoral programmes** can include research periods abroad and training periods in public or private research bodies and industrial laboratories. They are not structured in credits

as they are based on individual research and collective participation in seminars.

The *Corsi di specializzazione* are set up exclusively in compliance with EU directives or national laws. Their purpose is to provide postgraduates with advanced knowledge and skills for specific professions. The *Master universitario di II livello*, a programme of at least 60 national credits, is intended for higher academic or professional specialisation.

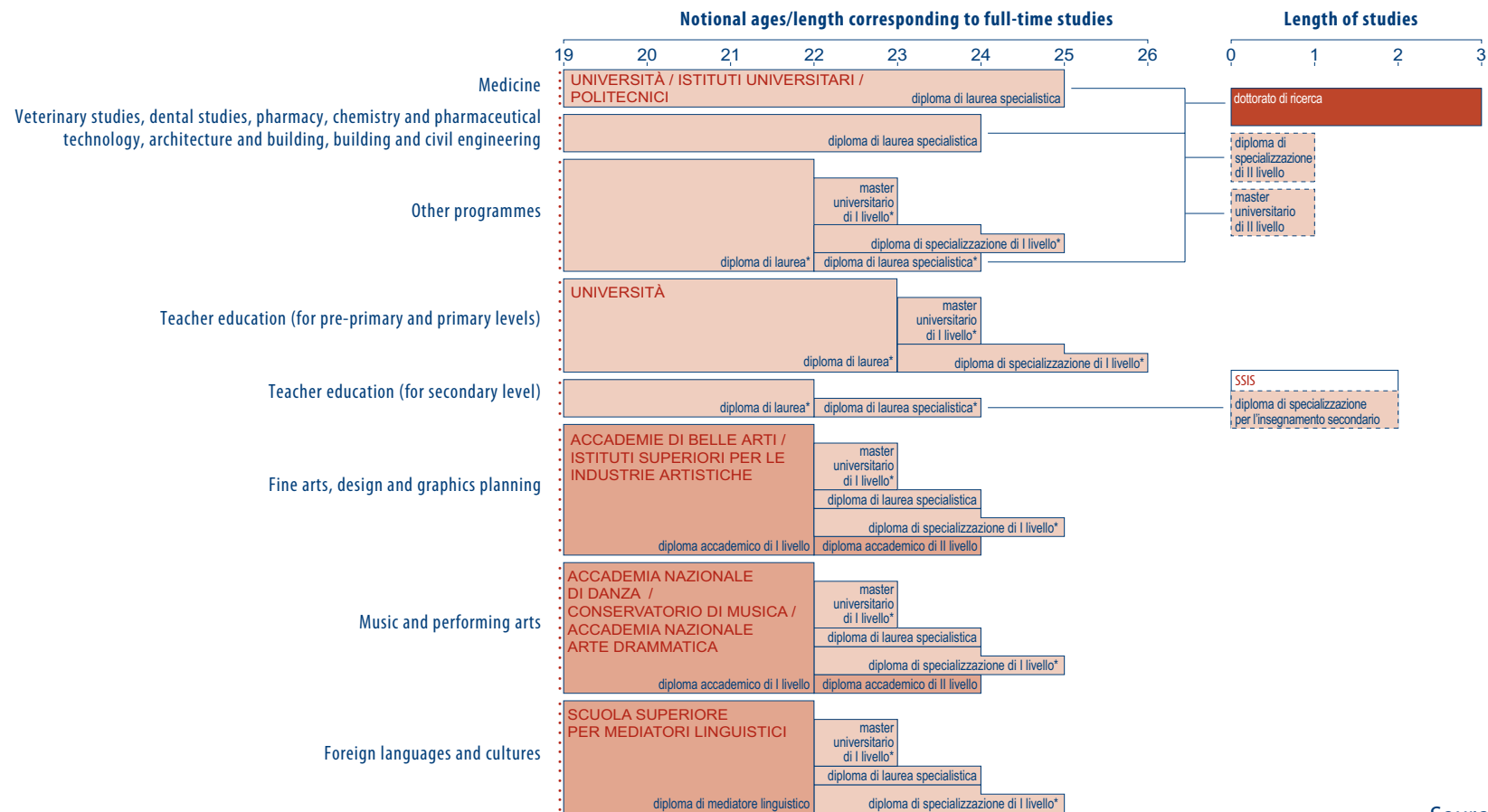
All programmes leading to the above mentioned degrees may be designed and organised in cooperation with foreign universities and therefore result in the award of a joint degree.

The 1999 reform introduced a national credit system that was modelled on **ECTS** and has been compatible with it since 2001. In the university sector, the main aim has been to make the system more student-centred and reduce the gap between the legal and real length of degree programmes. Credits represent the total student workload (class time, individual study, final exam preparation and practical work, etc.) and are used for both transfer and accumulation. One national credit differs from one ECTS being equivalent to 25 hours, and the full-time workload for one academic year is equivalent to 60 credits (1500

hours). Credits may be accumulated up to the amount necessary for the award of degree or may be transferred to another degree programme. Universities may also recognise credits based on professional experience (prior learning accreditation).

The **Diploma Supplement** was also introduced under the decree of 1999 and since January 2005 has been issued with all degrees awarded in accordance with the new framework. Universities began introducing it in 2003. Details of the Diploma Supplement scheme were approved in a further Ministry of Education decree of May 2001. On the basis of the Berlin Communiqué, a decree adopted in April 2004 confirms that Universities must issue the Supplement automatically to all graduates in a bilingual version (Italian and English). Universities may issue the Diploma Supplement free of charge or not at their own discretion.

The National Committee for the Evaluation of the University System (*Comitato nazionale per la valutazione del sistema universitario*, or CNVSU) set up in 1999 is the institutional body entrusted with **quality assurance**. It determines the general criteria for the evaluation of all universities and draws up an annual report on the university evaluation



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (institutional level)	<i>qualification</i>	Intermediate diploma	-/n/-	Compulsory work experience + its duration	(n- x) From n year(s) minimum to x year(s) maximum
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places (national/regional level)	<i>qualification</i>	Qualifying degree	*	Qualification + field of specialisation	(Δ) Variable duration

SSIS Scuola di Specializzazione per l'Insegnamento Secondario

Programmes for the *diplomi accademici di II livello* are on offer with effect from the 2004/05 academic year and opportunities for embarking on further courses are being devised.

ITALY

system. It promotes experimentation with and implementation of quality assessment procedures, methodologies and practice. The CNVSU devises and executes annual external assessment plans for individual institutions or single teaching units. Technical evaluations concerning proposals for establishing new state or non-state universities with a view to authorising them to award officially recognised degrees are also carried out.

The CNVSU, whose members are appointed by Ministerial Decree, enjoys the legal status of an independent body interacting autonomously with individual universities and the Ministry of Education, University and Research (MIUR). It is supported by a technical and administrative secretariat and has its own budget.

Universities have set up a system for the **internal evaluation** of operational management, teaching and research activities and student welfare services. Evaluation is entrusted to the *Nucleo di valutazione di ateneo* (university evaluation unit) set up in 1999, whose composition, objectives and functions

are regulated by university statute. They number between five and nine members at least two of whom are chosen from students and researchers experienced in the field of quality assessment. University evaluation units are granted rights, which include operational autonomy and access to necessary data and information. They can publish their findings within the law respecting privacy.

Students are requested to complete questionnaires relating to teaching activities and infrastructure, in accordance with the law regulating internal evaluation. These findings, which respect student anonymity, are presented annually to the MIUR and CNVSU.

A system of university degree programme **accreditation** was introduced in 2001. Universities had just designed new degree programmes and were applying to the State for funding while the MIUR was requesting the cooperation of the CNVSU in order to allocate funds effectively. A system of degree programme accreditation needed to be devised which benefited only those

programmes successfully completing the whole process.

Consequently, two distinct but correlated procedures were introduced simultaneously. The first concerns the formal approval of new curricula while the second is involved in the accreditation of programmes themselves. Minimum standards of quality are complied with and evaluation results are published.

Moreover, a presidential decree of 1998 provides for compulsory external evaluation in the accreditation of new state and non-state universities, while a 2003 ministerial decree sets out plans for compulsory external evaluation in the accreditation of virtual campuses (Open universities, *Università telematiche*).

Italy has participated in the European Association for Quality Assurance (ENQA) through the CNVSU since 1998

ITALY

Legislative and/or official references

Date	Term in English	Term in the national language
11 October 1986	Law No. 697/86 regulating the accreditation of Higher schools of interpreters and translators	Legge n. 697/86 – Disciplina del riconoscimento dei diplomi rilasciati dalle Scuole superiori per interpreti e traduttori
15 May 1997	Law No. 127/97 – Urgent Measures concerning the rationalisation of administration as well as decision making and control proceedings	Legge n. 127/97– Misure urgenti per lo snellimento dell’attività amministrativa e dei procedimenti di decisione e di controllo
27 January 1998	Presidential Decree No. 25/98 – Regulations on proceedings for the university system development and planning, as well as for the regional co-ordination committees	DPR (Decreto del Presidente della Repubblica) n. 25/98 – Regolamento recante disciplina dei procedimenti relativi allo sviluppo ed alla programmazione del sistema universitario, nonché ai comitati regionali di coordinamento
3 July 1998	Law No. 210/98 – Regulations for the recruitment of researchers and university professors with tenure	Legge n. 210/98 – Norme per il reclutamento dei ricercatori e dei professori universitari di ruolo
30 April 1999	Ministerial Decree No. 224/99 – Regulations on Research doctorate programmes	Decreto Ministeriale (MURST), n. 224/99 – Regolamento in materia di dottorato di ricerca
19 October 1999	Law No. 370/99 – Regulations on university sector and scientific and technological research	Legge, n. 370/99 – Disposizioni in materia di università e di ricerca scientifica e tecnologica
3 November 1999 (amended 22 October 2004)	Ministerial Decree No. 509/99 – Regulations on university teaching autonomy	Decreto Ministeriale (MURST), n. 509/99 – Regolamento recante norme concernenti l’autonomia didattica degli atenei

ITALY

Date	Term in English	Term in the national language
21 December 1999	Law No. 508/99 – Reform of fine art academies, national dance academy, national drama academy, higher institutes for applied arts, music conservatories and recognised music institutes	Legge, n. 508/99 – Riforma delle Accademie di belle arti, dell'Accademia nazionale di danza, dell'Accademia nazionale di arte drammatica, degli Istituti superiori per le industrie artistiche, dei Conservatori di musica e degli Istituti musicali pareggiati
30 May 2001	Ministerial Decree for the determination of basic data on students' careers and for the issue of the diploma supplement certification.	Decreto Ministeriale (MURST), di individuazione dei dati essenziali sulle carriere degli studenti e per il rilascio del certificato di supplemento al diploma
17 April 2003	Ministerial Decree Criteria and procedures for the accreditation of distance courses of state and non-state universities and university institutions qualified to issue academic titles.	Decreto Ministeriale (MURST) Criteri e procedure di accreditamento dei corsi di studio a distanza delle universita' statali e non statali e delle istituzioni universitarie abilitate a rilasciare titoli accademici
26 April 2004	Ministerial Decree No. 214 regulating the accreditation of Italian branches of foreign universities	Decreto Ministeriale (MURST), n. 214/2004 Regolamento recante criteri e procedure per gli istituti stranieri di istruzione superiore che operano in Italia ai fini del riconoscimento del titolo di studio da essi rilasciato
30 April 2004	Ministerial Decree National register for students and graduates	Decreto Ministeriale Anagrafe Nazionale degli Studenti e dei Laureati
22 October 2004	Ministerial Decree No. 270/2004 Amendment to regulations on university teaching autonomy	Decreto Ministeriale n. 270/2004, Modifiche al regolamento recante norme concernenti l'autonomia didattica degli atenei

For national statistics, see the Annexe at the end of the report.

A new law concerning higher education was recently published in 2005, replacing the former one adopted in 1992. Given the small size of the country, the higher education system consists of three institutions recognised by the State.

The degree structure based on **two main cycles** was implemented in 2005 in accordance with the new law for all ISCED 5A programmes. It has existed for the fields of business sciences and architecture offered by the *Hochschule Liechtenstein* since 2003/04. Since 2000, the IAP also offered a two cycle-structure. The programmes leading to Bachelor's and Master's degrees last three years (180 ECTS) and one and a half to two years (90 to 120 ECTS) respectively.

Doctoral programmes exist but are limited to a specific field of study (philosophy), and are only provided by the *Internationale Akademie für Philosophie* (International Academy of Philosophy or IAP), where first- and second-cycle programmes are not offered. They last a minimum of two years (120 ECTS) and lead to the academic title of Doctor of Philosophy. Doctoral programmes include taught courses. Admission to such programmes requires the completion of a Master's degree or another

equivalent programme prepared and awarded abroad.

ECTS was introduced by the *Hochschule Liechtenstein* on a voluntary basis in 1996 for transfer purposes only, and by the IAP and *Universität für Humanwissenschaften* (University of Human Sciences or UfH) in 2000. Following the new law of 2005, the implementation of ECTS got under way at all higher education institutions in January 2005. Wherever it is introduced, it is used in terms of transfer and accumulation.

The **Diploma Supplement** has been delivered at the *Hochschule Liechtenstein* and the IAP since 1999 and was legally implemented for all programmes at each higher education institution in January 2005. It is automatically delivered free of charge to all students, in German and in English.

Quality assurance principles are included in the laws of 1992 and 2005.

Due to the size of the country, **accreditation** exists but is included in the external evaluation process.

External evaluation is operated every six years at least and is based on peer reviews. Due to the small size of the country and the lack of a national agency involved in this field, external

evaluation is carried out thanks to European experts. These groups of inspectors consist essentially of Swiss and Austrian experts. Their main task is to contribute to quality assurance and improvement (consisting of 'branding', internal assessment of the course of studies, self-assessment, talks and visits by experts followed by recommendations, and EU branding). There are also plans for private foreign agencies involved in quality assurance to participate in the accreditation process. Higher education institutions pay for these controls.

In terms of **internal evaluation**, the institutions guarantee the quality of research and teaching, which generally undergo improvements on a permanent basis. They are obliged in particular to draft an annual report dealing with quality management. Higher education institutions are supervised by the Office of Education (*Schulamt*). If shortcomings are observed in the management of an institution, they must be corrected by the institution before a deadline set by the government.

Students, lecturers and business and industrial representatives all contribute to evaluation. In line with legal requirements and international standards, the *Hochschule Liechtenstein* has

LIECHTENSTEIN

developed a process-oriented system of quality improvement and assurance for all products and services. The quality management system comprises six main processes. Under this system, all executives and faculty members as well as administrative and support staff have a

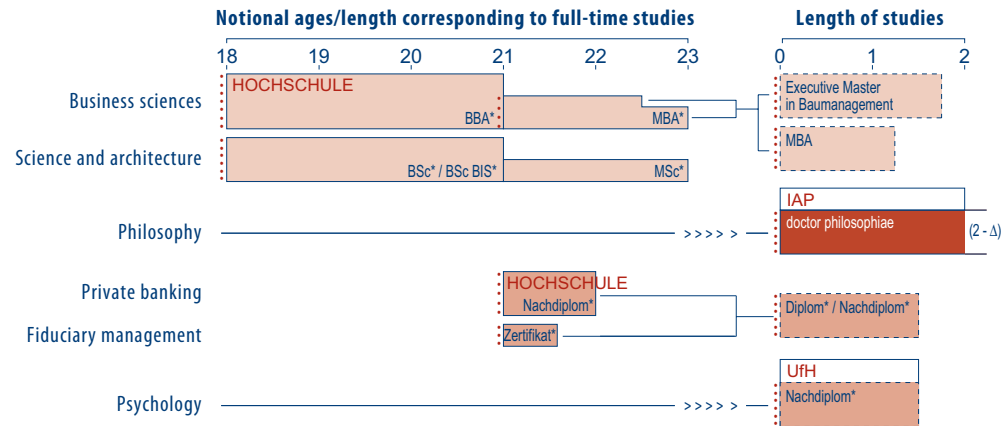
duty to implement the defined processes and to play an active role in the overall enhancement process. Students and other groups and individuals with an interest in the university are also invited to participate.

Liechtenstein is eligible to the European Association for Quality Assurance in Higher Education (ENQA).

Legislative and/or official references

Date	Term in English	Term in national language
17 September 1992 (amended on 25 November 2004)	Act on Universities of applied sciences, higher education institutions and research institutions	Gesetz über Fachhochschulen, Hochschul- und Forschungsinstitute
25 November 2004 (issued on 21 January 2005)	Act on Higher Education	Gesetz über das Hochschulwesen (Hochschulgesetz; HSG)
25 November 2004 (issued on January 2005)	Act on the University of Applied Sciences Liechtenstein	Gesetz über die Hochschule Liechtenstein

For national statistics, see the Annexe at the end of the report.



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (institutional level)	<i>qualification</i> Intermediate diploma	-/n/- Compulsory work experience + its duration	(n- x) From n year(s) minimum to x year(s) maximum
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places (national/regional level)	<i>qualification</i> Qualifying degree	* Qualification + field of specialisation	(Δ) Variable duration

>>> Study abroad

BBA Bachelor of Business Administration

BSc Bachelor of Science

BScBIS Bachelor of Science in Business Information Systems

IAP Internationale Akademie of Philosophie

MBA Master of Business Administration

MSc Master of Science

UfH Universität für Humanwissenschaften

LITHUANIA

The main reforms related to the Bologna Process were incorporated in the new Law on Higher Education adopted in 2000. The higher education system is currently undergoing a reform which should end in 2010.

The degree structure based on **three main cycles** has existed since 1993. The first cycles last three and a half to four and a half years (140 to 180 national credits) and lead to a Bachelor's (*bakalauras*) degree or a professional qualification (*profesinė kvalifikacija*). The second cycles last one and a half to two years (60 to 80 national credits) and lead to a Master's (*magistras*) degree or to a professional qualification (*profesinė kvalifikacija*).

Three different types of third cycles exist. Doctoral studies (*doktorantūra*) last no more than three or four years (120 or 160 national credits), *rezidentūra* studies for students in Medicine, Odontology and Veterinary Medicine last two to six years (from 80 to 240 national credits), and art studies (*meno aspirantūra*) last no more than two years (80 national credits).

Vientisosios (integrated) studies (combining studies in the first and second cycles) are also provided. After the successful completion of integrated studies, a *profesinė kvalifikacija* or *magistras* degree is awarded, providing access to third-cycle studies. In order to complete the

studies, 180 to 240 national credits (200 to 240 when a *magistras* degree is awarded) are required, whereas studies in the fields of Medicine, Odontology and Veterinary Medicine require a maximum of 280 national credits.

Doctoral programmes (*doktorantūra*) can be pursued by completing the second cycle or integrated studies, or by having comparable qualifications. The *doktorantūra* consists of doctoral courses, specific research activities and the preparation of a doctoral dissertation. Upon completion of the doctoral course, a doctoral thesis must be prepared and publicly defended in order for the candidate to qualify for the doctorate. Doctoral studies must be jointly organised by higher education and research institutions.

A national credit system dating from 1993 and compatible with **ECTS**, has been consolidated and fully implemented under the new law. The workload of each study programme is measured in credits. One national credit corresponds to 40 relative hours (or to one week) of the student's work (in classes, laboratories, independent work, etc.). It corresponds to approximately one and a half ECTS. The average volume of full-time studies is 40 credits per study year. It is used both for transfer and accumulation.

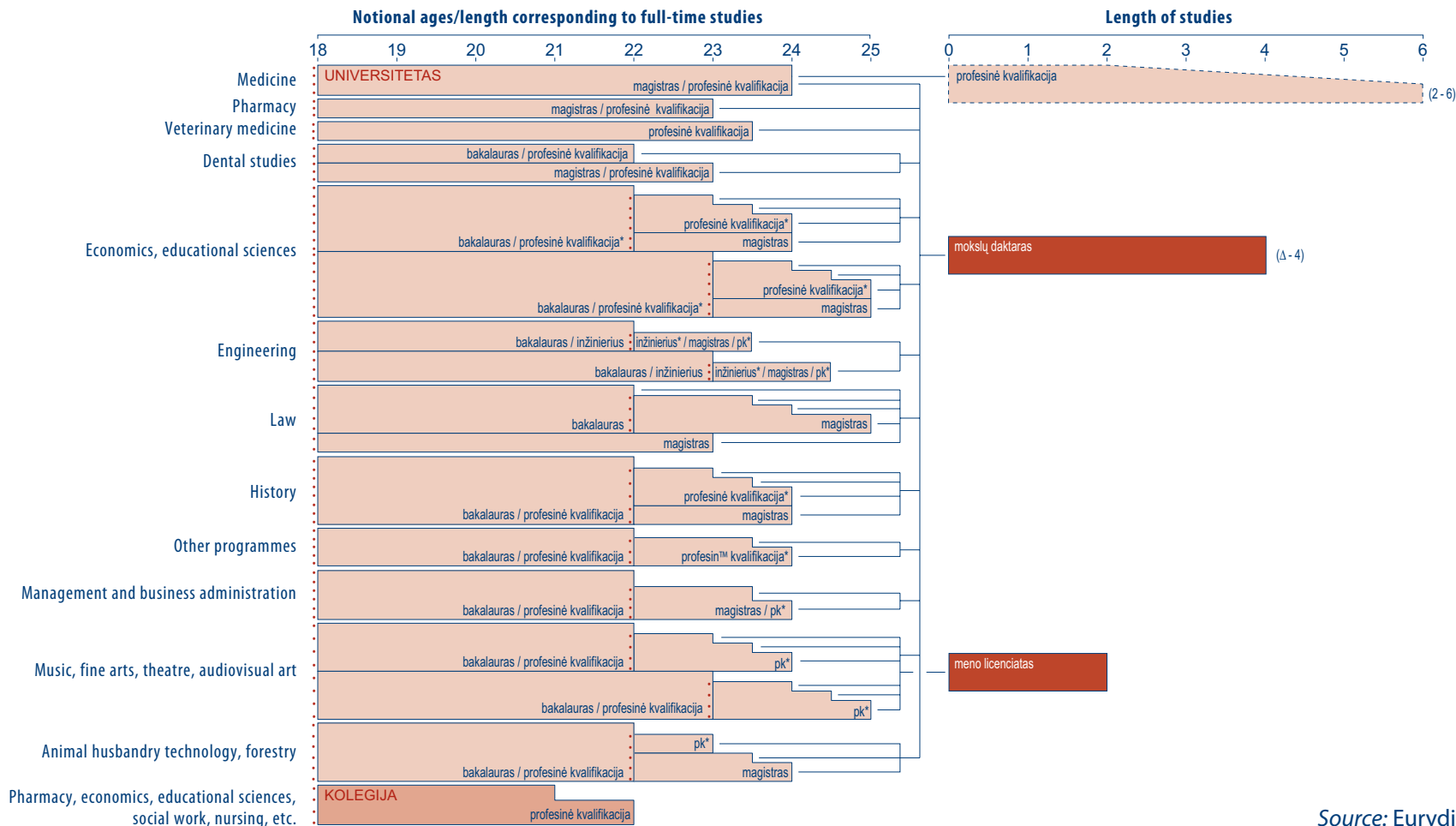
The **Diploma Supplement** was introduced legally at national level in 2004. It is issued on request and free of charge and in English and Lithuanian as one document from 2004/05. It will be delivered automatically to all students from 2005/06 onwards.

Administrative arrangements in the field of **quality assurance** have existed since 1995.

An **internal** quality assurance system is in place in each higher education institution (HEI). The self-evaluation report is the basis for external evaluation and accreditation. Accreditation in Lithuanian legal acts is used only in relation to study programmes.

Students are involved by means of internal procedures and questionnaires. One student is also included in the group responsible for the self-evaluation report.

In terms of **external evaluation**, the quality of the study programmes has been periodically assessed by the Lithuanian Centre for Quality Assessment in Higher Education since 1999 (*Studijų kokybės vertinimo centras*). The Centre is a public administration institution and the majority of its employees are civil servants. Its activities mainly include the assessment of higher education and research institutions (organisation of experts' assessments of the quality of higher education and research



Source: Eurydice.

	ISCED 5A (1st or 2nd programme)		ISCED 6 programme		Selection procedure at point of entry (institutional level)	<i>qualification</i>	Intermediate diploma	-/n/-	Compulsory work experience + its duration	(n- x)	From n year(s) minimum to x year(s) maximum
	ISCED 5B (1st or 2nd programme)		Further qualification		Selection procedure/limitation of places (national/regional level)	<i>qualification</i>	Qualifying degree	*	Qualification + field of specialisation	(Δ)	Variable duration

Pk Profesinė kvalifikacija

LITHUANIA

institutions) and the evaluation of higher education qualifications. Similarly, the Expert Council (which operated in 1999 and 2004) and the Council for Assessment (2004) cover both public and private higher education and research institutions.

Initially, the Expert Council consisted of ten members (Lithuanian academics). It now consists of at least one teacher from either university or non-university higher education institution, one social partner representative, one student (member of governing or other students' association) and recognised scientists, specialists, etc.

The Council for Assessment consists of scientists, distinguished teachers with peer review experience, specialists, administrators and civil servants.

Students are members of both the Expert Council (2004) and the Council for Assessment (2004).

In August 2001, a Minister's decree on order of **accreditation** was adopted, and in April 2002, the first Minister's decree regarding programme accreditation was issued. An institutional assessment has been implemented for non-university higher education institutions (*kolegija*) since the 2004/05 academic year. This process will be

implemented from the 2005/06 academic year at universities and research institutions. According to the Law on Higher Education of 2000, institutional evaluation should be performed for newly established private and public higher education institutions after four years. The evaluation is done for quality check rather than for accreditation purposes. The final decision on accreditation is taken by the Ministry of Education and Science. The Minister is free to agree, disagree or suspend the Council's decisions and the Centre's recommendations. All suggestions made by the Expert Council (1999) were approved by the Minister.

Accreditation is valid until the next external assessment of the study programme. The first cycle of external evaluation of study programmes with the purpose of accreditation started in 1999. There are plans to assess study programmes in all fields of study by the end of 2007. Conditional and restricted accreditation is valid for a shorter term which is indicated in the accreditation decree. As a rule, the period of validity for such accreditation is two to three years.

Aside from arrangements linked to the Bologna Process, the procedure for student admission to higher education was simplified in 1999 with the introduction of national examinations now

recognised by all Lithuanian higher education institutions. There are also plans to arrange for joint admission to courses (in some *kolegija* as well as universities). In 1999, the first two universities began to conduct joint admission to the first cycle of higher education. Then, in 2003, most universities joined the Association of Higher Education Institutions of Lithuania, which began to organise and co-ordinate admissions procedures for all its members.

The 2000 Law on Higher Education also amended the status of institutions by implementing a two-tier system of university and non-university higher education. The latter is currently the most rapidly growing sector in the Lithuanian education system, partly as a result of the reform of the *aukštesnioji mokykla* (vocational colleges), many of which have become the first non-university higher education institutions (*kolegija*).

Finally, the law has also facilitated the development of private higher education institutions by providing a clearer definition of the requirements for their establishment.

The Centre for Quality Assessment in Higher Education has expressed an interest in joining the European Association for Quality Assurance in Higher Education (ENQA).

LITHUANIA

Legislative and/or official references

Date	Term in English	Term in the national language
12 January 1991 (amended on 11 June 2002)	Law on Science and Studies	Mokslo ir studijų įstatymas
21 March 2000	Law on Higher Education	Aukštojo mokslo įstatymas
7 December 2000	Law on the Long-term Financing of Science and Education 2000 12 07	Mokslo ir švietimo ilgalaikio finansavimo įstatymas
11 July 2001	Regulations on doctoral studies	Doktorantūros nuostatai
4 March 2004	Minister's Decree on quality assessment within non-university higher education institutions (<i>kolegija</i>)	Dėl kolegijų, įsteigtų reorganizuojant aukštesniąsias mokyklas, veiklos kokybės vertinimo tvarkos aprašo tvirtinimo

For national statistics, see the Annexe at the end of the report.

Websites

For more detailed information on the general description of the higher education system: <http://www.smm.lt>

Website of the Parliament of the Republic of Lithuania for further information on legislation: <http://www3.lrs.lt/n/eng/DPaieska.html>

For further information on joint admission to higher education institutions: <http://www.lamabpo.lt>

LUXEMBOURG

The University of Luxembourg was established by the law of 12 August 2003. The University was conceived as a small international multilingual institution with a strong research commitment. It has taken over and restructured certain courses offered by the former higher education institutions (the *Centre universitaire*, the *Institut supérieur de technologie*, the *Institut supérieur d'études et de recherches pédagogiques* and the *Institut d'études éducatives et sociales pour la formation à l'éducateur gradué*). The University began its work at the beginning of the 2004/05 academic year.

As the University of Luxembourg does not offer courses in all fields of study at all levels, Luxembourg students continue to pursue all or some of their higher education abroad.

The structural pattern of courses takes account of the aims of the Bologna process and is thus based on **three main cycles** (*bachelor*, *master* and *docteur*). The law states that mobility is compulsory at *bachelor* level so students enrolled at the University of Luxembourg can only obtain the *bachelor* qualification if they have spent a period of time studying at a university or any other higher education institution abroad. The provision of doctoral courses in certain fields is planned with effect from October 2005.

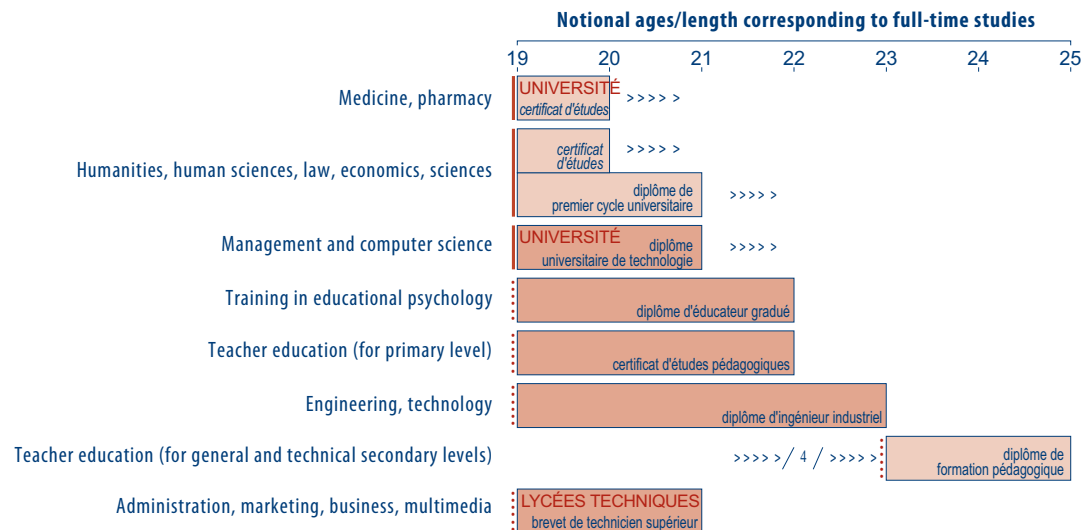
The three types of programme are converted into **ECTS** credits and the ECTS system is used for credit transfer and accumulation.

No steps have been taken to introduce the **Diploma Supplement**.

As yet there is no national agency responsible for evaluation, but the law of 12 August 2003 provides for the **internal** and **external evaluation** of teaching, research and administrative services at the University. Evaluation is carried out by recognised personalities or agencies in order to establish international comparisons regarding quality in teaching and research, and university services. Luxembourg is planning to set up a body belonging to an international consortium for external evaluation. It has no member agency within the European Association for Quality Assurance in Higher Education (ENQA).

Legislative and/or official references

Date	Term	Term in the national language
12 August 2003	Law on the establishment of the University of Luxembourg	Loi portant création de l'Université du Luxembourg



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (institutional level)	qualification	Intermediate diploma	-/n/-	Compulsory work experience + its duration	(n- x)	From n year(s) minimum to x year(s) maximum
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places (national/regional level)	qualification	Qualifying degree	*	Qualification + field of specialisation	(Δ)	Variable duration

>>> Study abroad

Initial moves to reform the Latvian higher education system got underway well before the Bologna Declaration. The first major development was the Education Law of 1991. In accordance with this law, a degree structure based on **two main cycles** (Bachelor's/Master's) was introduced in most disciplines but only in academic programmes. The 1995 Law on Higher Educational Establishments (LHEE) led to further strengthening of this structure but also underlined the division between academic and professional programmes. The amendments to the LHEE in 2000 established professional Bachelor's and Master's degrees which replaced the former five-year programmes, introducing the Bachelor's/Master's structure into the whole system and thus facilitating the transfer from one type of education to the other. The total period of study for a Master's degree should be no less than five years.

Amendments to the LHEE introduced **doctoral studies** as part of academic education (previously, doctoral degree candidates were research workers not involved in education). A degree structure based on **three main cycles** is thus fully established. The procedure and criteria for awarding the doctoral degree in accordance with the Law on Scientific Activities (LoSA) are further set out in the regulations of

the Cabinet of Ministers. Doctoral study programmes are developed by the higher education institution, and contain the list of compulsory and optional subjects along with the corresponding number of credit points, the content of research, the previous level of education necessary to embark on studies, and other provisions for implementing the programme. A doctorate is obtained only after fulfilling the requirements for the doctoral study programme and after the public defence of the doctoral thesis.

It is common practice for institutions to try and provide opportunities for their doctoral candidates to prepare part of their thesis abroad in co-operation with a foreign academic as a second supervisor. However, from a legal standpoint it is still difficult to formally award a joint doctorate with other universities.

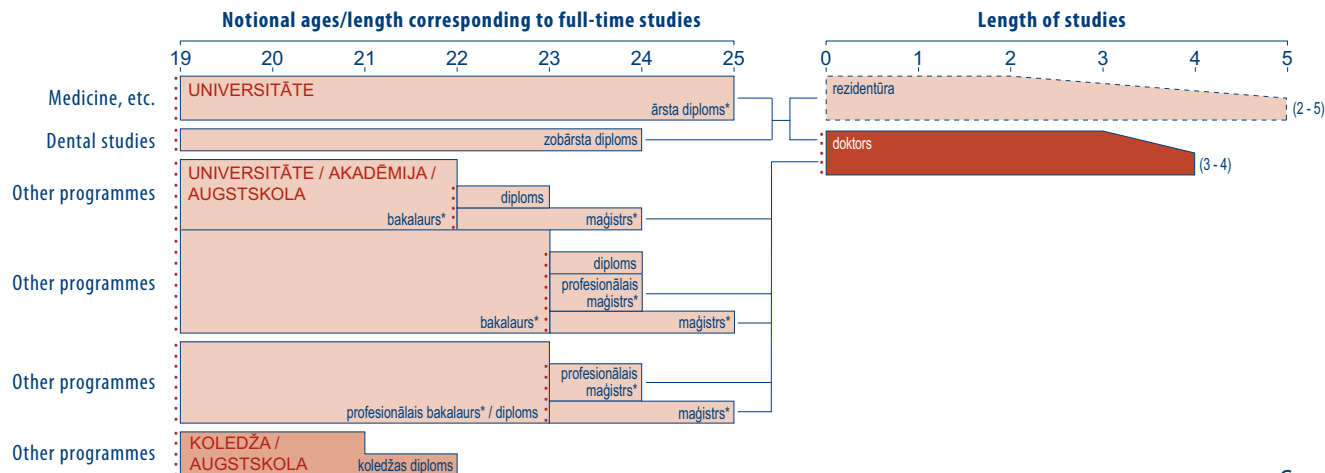
Since 1998, the majority of higher education institutions have introduced a Latvian credit point system compatible with **ECTS**, which has been used for both accumulation and transfer since it was first implemented. A Latvian credit point is defined as the full-time workload of a student in one week. As the academic year lasts 40 weeks, this corresponds to 40 Latvian credits per year and, on this basis, one Latvian credit is

worth 1.5 ECTS credits. So far, the ECTS grading scale is used only in the case of credit transfer.

As of 1 January 2004, all graduates receive the **Diploma Supplement** automatically and free of charge, in accordance with the Regulations of the Cabinet of Ministers on the order concerned with the issuing of state-recognised education documents testifying to the completion of higher education, and the awarding of degrees. The Supplement is issued in Latvian and English.

The national Higher Education **Quality Evaluation** Centre, or HEQEC (*Augstākās izglītības kvalitātes novērtēšanas centrs*), was established in December 1994. The Centre does not participate in the evaluation of a higher education institution or study programme itself, but assists higher education institutions in preparing their internal assessment reports, and appoints Evaluation Commissions (expert teams) which include one Latvian and at least two foreign experts.

The continuous quality assurance process consists of self-evaluation and evaluation by external experts, and ends with accreditation. Both the higher education institution as a whole and the programme in question have to be accredited before a state-recognised higher education credential can be issued. The first



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (institutional level)	<i>qualification</i>	Intermediate diploma	-/n/-	Compulsory work experience + its duration	(n- x)	From n year(s) minimum to x year(s) maximum
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places (national/regional level)	<i>qualification</i>	Qualifying degree	*	Qualification + field of specialisation	(Δ)	Variable duration

First-cycle professional programmes (to the left of *diplooms* in row 4) which do not lead to a professional bachelor degree are being phased out. Students were admitted to these programmes for the last time in 2004/05.

After receiving the *koledžas diploms*, students may continue their studies in *profesionālais bakalaura* transferring the credits obtained.

LATVIA

step in the process is the self-assessment report that representatives of the administration, academic staff and students at higher education institutions have to prepare in English. Experts evaluate it and other documents, and arrange for an evaluation visit to the higher education institution, submitting a common statement as well as written individual opinions. Institutions are accredited by the Council of Higher Education (*Augstākās izglītības padome*), and study programmes are accredited by the Accreditation Commission established by the Ministry of Education and Science. Students are represented in both these national bodies. The accreditation process began in 1996 and the first round of accreditation was completed in 2002. Accreditation proceeds in accordance with the regulations entitled 'On accreditation of Higher

Education Institutions and Study Programmes', approved in October 2001. Foreign experts are involved in each evaluation.

Study programmes are accredited once every six years. In exceptional cases, the Accreditation Commission grants only temporary accreditation, implying a repeated assessment after two years.

The self-assessment reports and reports by expert teams are made publicly available via the Internet and the educational newspaper *Izglītība un Kultūra* (Education and Culture).

The quality assurance system is also used for quality improvement and as a means to reforms in higher education.

In order to start implementing higher education programmes, a higher education

institution has to receive a licence from the Ministry of Education and Science both for the institution itself and for each particular study programme. Licensing is a kind of preliminary quality assurance, in that within three years after getting a licence, a higher education institution has to submit the study programme for accreditation.

The HEQEC has been a member of the European Association for Quality Assurance in Higher Education (**ENQA**) since 2003, and of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) since 1997.

Legislative and/or official references

Date	Term in English	Term in the national language
19 June 1991 (null and void from 1 June 1999)	Education Law of the Republic of Latvia	" <i>Latvijas Republikas Izglītības likums</i> "
10 November 1992	Law on Scientific Activities	Likums " <i>Par zinātnisko darbību</i> "
2 November 1995	Law on Higher Educational Establishments (LHEE)	" <i>Augstskolu likums</i> "

LATVIA

Date	Term in English	Term in the national language
29 October 1998 (valid since 1 June 1999 abolishing the previous law of 1991)	Education Law	<i>"Izglītības likums"</i>
6 April 1999	Regulation No. 134 of the Cabinet of Ministers 'On the procedure and criteria for promotion'	MK Noteikumi Nr.134 <i>"Nolikums par promocijas kārtību un kritērijiem"</i>
20 October 2001	Regulation No. 442 of the Cabinet of Ministers 'On accreditation of Higher Education Institutions and Study Programmes'	MK Noteikumi Nr. 442 <i>"Augstākās izglītības iestāžu un studiju programmu akreditācijas noteikumi"</i>
31 August 2003	Regulations No. 747 of the Cabinet of Ministers 'Amendments of the Regulations No. 134 of the Cabinet of Ministers as of 06 April, 1999 'On the procedure and criteria for promotion''	MK noteikumi Nr. 747 <i>"Grozījumi Ministru kabineta 1999.gada 6.aprīļa noteikumos Nr. 134 "Nolikums par promocijas kārtību un kritērijiem""</i>
23 September 2003	Regulation No. 531 of the Cabinet of Ministers 'On the order of issuing state-recognised education documents confirming higher education and scientific degree'	MK Noteikumi Nr. 531 <i>"Kārtība, kādā izsniedzami valsts atzīti augstāko izglītību un zinātnisko grādu apliecinājoši izglītības dokumenti"</i>

For national statistics, see the Annexe at the end of the report.

Websites

<http://www.aiknc.lv/en/>

FORMER YUGOSLAV REPUBLIC OF MACEDONIA

The Law on Changes and Amendments to the Law on Higher Education (July 2003) covers the Bologna concept of higher education structure based on **three main cycles**. First-cycle undergraduate studies (academic/professional Bachelor's) are organised by universities/-faculties (for a duration of at least three years and a maximum of five) and by higher professional schools (for a maximum duration of three years). Second-cycle postgraduate studies open to candidates who have completed four years of undergraduate studies can be organised as Master of Science or Master of Arts studies for a duration of at least three semesters, one of which is for the preparation of a Master's thesis. They may also be organised as postgraduate professional studies (specialisation) for a duration of nine months, three of which are for the preparation of a thesis. The technical sciences and technologies faculties underwent the most substantial curricula and degree structure reforms. In 2004, most of them replaced the common 5+2+3 model with a 3+2+3 model (for professional undergraduate courses) and a 4+1+3 or 4+1.5+3 model (for academic Bachelor's studies). Some of them also introduced short-cycle studies as part of the first cycle. Restructuring continues in the areas of humanities, social sciences and arts. The

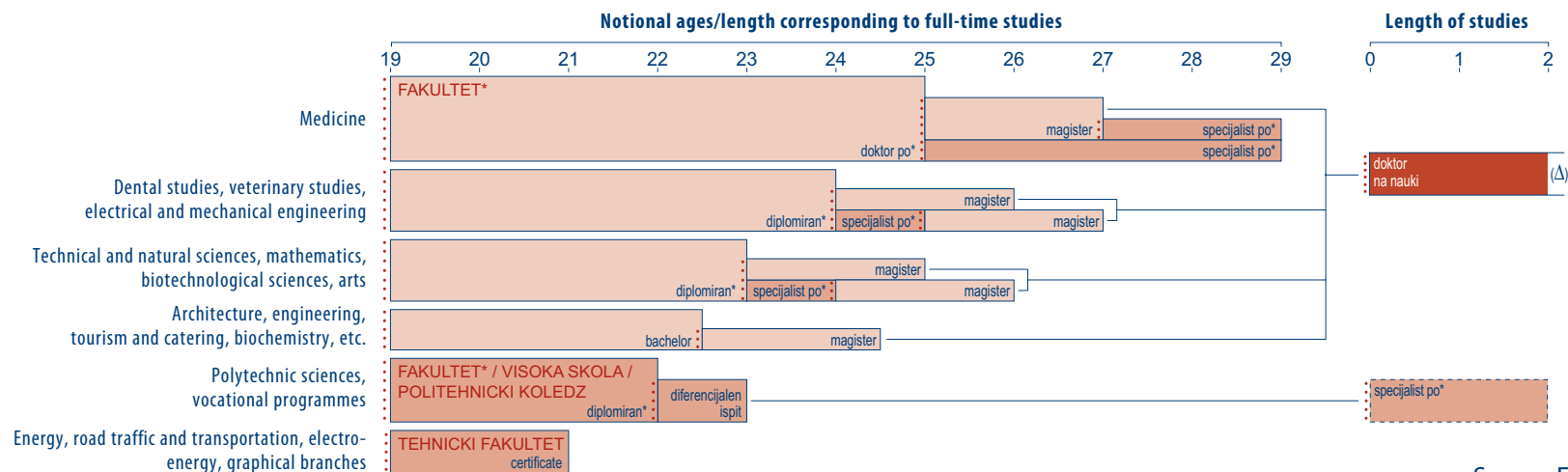
higher education institutions (HEIs) with study programmes in regulated professions are keen to join in the developments taking place in other Bologna signatory countries. Considering the long tradition of higher education provided with four-year undergraduate studies and two-year postgraduate studies, the majority of reformed study programmes have continued to follow the concept of a four-year Bachelor's degree for first-cycle academic studies along with a one- or two-year Master's model, or a three-year Bachelor's degree for first-cycle professional studies along with a two-year Master's model.

The **doctoral degree** can be obtained after doctoral studies of a minimum duration of two years and the defence of a thesis (within three years after the completion of the doctoral studies), or after mentorship-based studies, with the defence of a thesis within five years following the approval of a proposal by the scientific council of the HEI. Candidates must have a Master's degree or a specialisation in medical sciences and must have successfully defended a Master's thesis. Doctoral studies are predominantly based on mentorship.

In 2000, the Law on Higher Education introduced the obligation of HEIs to organise credit-based undergraduate (Article 96) and

postgraduate studies (Article 111). In accordance with Article 67 of the Law on Higher Education, the university senates in Skopje and Bitola adopted regulations for a harmonised credit system and the transfer between programmes and institutions in November 2001 and March 2003 respectively. With this, the universities adopted the principles of **ECTS** as an accumulation and transfer system for undergraduate, postgraduate (specialist and Master's studies) and doctoral studies. The study programmes of the recently established HEIs (the South-East European University in Tetovo, the Faculty of Social Sciences in Skopje and the State University in Tetovo) are based on ECTS. There is a need to strengthen the capacities of higher education administration, in particular student services and offices for international co-operation (staff development and information systems), in order to assure the smooth implementation of ECTS.

On 11 June 2002, the Rectors' Board of Ss. Cyril and Methodius University in Skopje adopted the decision to introduce the **Diploma Supplement**, defining the form, content and means of issuing. It will be issued in Macedonian and English upon students' request, and students will bear the cost. The cost will be identical in all HEIs and will be



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (institutional level)	qualification	Intermediate diploma	-/n/-	Compulsory work experience + its duration	(n-x)	From n year(s) minimum to x year(s) maximum
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places (national/regional level)	qualification	Qualifying degree	*	Qualification + field of specialisation	(Δ)	Variable duration

FORMER YUGOSLAV REPUBLIC OF MACEDONIA

determined by the Rector's board. In 2005, the Ministry of Education and Science and the HEIs will work on the implementation of the Diploma Supplement. Preparatory activities are taking place at Ss. Cyril and Methodius University in Skopje, St. Kliment Ohridski University in Bitola and the South-East European University in Tetovo, aiming at issuing the documents from the 2005/06 academic year. The Faculty of Social Sciences (founded in the 2003/04 academic year) and the State University in Tetovo (founded in the 2004/05 academic year) have no graduates yet.

The Law on Higher Education (2000) established the legal basis for developing the **quality assurance** system. The legal basis was improved with the Law on Changes and Amendments to the Law on Higher Education (2003). According to the law, the quality assurance system covers the approval, confirmation and recognition of the performances of an HEI so that it may practise activities in accordance with the Law on Higher Education, through a process of **accreditation**. It assesses the quality of higher education, i.e. administration, financing, academic and other activities, as well as the priorities of the institution, through a process of **evaluation**. The quality assurance system also covers other activities and mechanisms through which

higher education quality is developed and maintained, as established by law and other legal acts adopted by bodies responsible for quality assurance.

The national body responsible for accreditation – the Higher Education Accreditation Board (*Odbor za akreditacija na visokoto obrazovanie*) – was established on 12 November 2001. The Board is an independent body consisting of fifteen members. Nine of the members are elected by the Inter-University Conference, two are from the Macedonian Academy of Sciences and Arts and four are appointed by the Government of the Republic of Macedonia (professors or persons with scientific titles). The members of the Board have a four-year mandate and are independent in their work. The constitutive session of the Board is convened by the minister in charge of higher education. The Board elects its president from among its own members. It is independent in its work and adopts decisions within its jurisdiction on the basis of expertise and competency.

When the relevant documentation has been submitted for a project to establish an HEI, the Accreditation Board determines, within its rights and duties, whether requirements have been met regarding the higher education

activity in question. It decides whether a licence will be granted to a scientific institution wishing to offer postgraduate and/or doctoral studies, determines whether the higher education institution fulfils the conditions for organising new study programmes, and determines the capacity to offer these programmes. The Board keeps records on HEI accreditation and other licences, and performs other tasks provided for by this law.

The Board informs the minister in charge of higher education on the performed accreditation activities and other matters when necessary. The Accreditation Board may establish expert commissions whose competencies are specified in the accreditation procedure. In particular, the methodologies and procedures for the work, decision-making, accreditation, evaluation and other matters are regulated by the Rules of Procedure. The necessary funds for the operation of the Accreditation Board are provided by the national budget under a special budget item. The manner in which expert, administrative and financial tasks are performed is regulated by an agreement between the Accreditation Board and the ministry in charge of higher education. The accreditation procedure is carried out according to regulations on the norms and standards for establishing HEIs and

FORMER YUGOSLAV REPUBLIC OF MACEDONIA

for practising higher education activities, adopted in August 2002.

External evaluation and joint quality assessment of academic staff at universities and other HEIs is performed by the Higher Education Evaluation Agency (*Agencija za evaluacija na visokoto obrazovanie*) established on 13 December 2001 by the Higher Education Accreditation Board. The Evaluation Agency is composed of nine members elected by the Accreditation Board. Members of the Agency are HEI professors with a four-year mandate. The members of the Evaluation Agency are independent in their work and cannot be removed before their mandate has expired. The constitutive session of the Evaluation Agency is convened by the president of the Accreditation Board.

The tasks of the Evaluation Agency include the monitoring of accredited institutions based on evaluation reports and the assessment of the status and operation of the accredited HEIs once every five years, before proposing the extension or withdrawal of licences to the Accreditation Board. It issues necessary recommendations for the improvement of norms and standards for the establishment of HEIs and for practising higher education activities. The Agency also proposes measures

to improve the network of HEIs, and assesses the quality of the academic staff at universities and other HEIs to propose measures for improvement. Other tasks are performed in accordance with guidelines, and reports on evaluation results are published. These reports are submitted to parliament, the government and the ministry in charge of higher education, as well as to the Accreditation Board.

The Evaluation Agency performs external evaluations under the conditions determined in the guidelines for quality assurance and assessment of HEIs and academic staff, adopted by the Evaluation Agency in 2002.

External evaluation at faculty/institute level and at university level started in 2003. The external evaluation reports were submitted to the Evaluation Agency and the Accreditation Board.

Internal evaluation is performed by HEIs at institutional level (faculty, college, higher professional school or research institute) and at university level. Each institution establishes a self-evaluation commission appointed by the council of the HEI. The self-evaluation commission has five members (three academic staff members, one administrative staff member and one student). All HEIs which are constituent parts of Ss. Cyril and Methodius

University and St. Kliment Ohridski University established self-evaluation commissions in February and March 2002. The university senate nominates the members of the university evaluation commission which is made up of nine members (seven academic staff members and two students).

The evaluation commission at Ss. Cyril and Methodius University was appointed in December 2001. The St. Kliment Ohridski University senate appointed a self-evaluation commission in April 2002, and South-East European University established a self-evaluation commission in 2003.

Following the adoption of the above-mentioned evaluation instruments and the establishment of institutional and university evaluation commissions, the first self-evaluation at all faculties, institutes and universities was conducted in 2002. Students were involved in the self-evaluation procedure (all students at faculty/institute level and groups of students at university level). Questionnaires were used as evaluation instruments.

In February 2003, the European University Association (EUA) was invited by the state universities in Skopje and Bitola, and later by the private South-East European University in

FORMER YUGOSLAV REPUBLIC OF MACEDONIA

Tetovo, to undertake an institutional evaluation of each university through a European peer review process. The purpose of the evaluation was to help the universities identify the progress made in the reform of administrative and management structures and the system, highlight the steps which still needed to be taken, and contribute to the development of policies and strategies which would guarantee the quality of operations undertaken by the universities, in order to ensure that

Macedonian universities would become fully integrated into the European Higher Education Area by 2010. Three EUA institutional reports were prepared by EUA expert teams in 2003 and 2004. They are available to the public on the Internet.

The experience with the implementation of the current quality assurance procedure proved that the process is too complex. The intention is to merge the Accreditation Board and the Evaluation Agency to create a single quality

assurance body at national level. The legal basis for this change will be established with the updates of the Higher Education Law, foreseen for 2005.

Since 2001, the country has been a member of the Central and Eastern European Network of Quality Assurance Agencies in Higher Education (CEE Network) and intends to have a member representative within the European Association for Quality Assurance in Higher Education (ENQA).

FORMER YUGOSLAV REPUBLIC OF MACEDONIA

Legislative and/or official references

Date	Term in English	Term in national language
25 July 2000	Law on Higher Education; Official Journal of the Republic of Macedonia No. 64, August 2000	Zakon za visokoto obrazovanie; Sluzben vesnik na Republika Makedonija br. 64, avgust 2000
24 September 2001	Regulations on the harmonised organisation of postgraduate and doctoral studies at Ss. Cyril and Methodius University in Skopje; University Newsletter No. 7, 25 September 2001	Pravilnik za edinstvenite osnovi za organiziranje na posleddiplomski i doktorski studii na Univerzitetot 'Sv. Kiril i Metodij' vo Skopje; Univerzitetski glasnik br. 7, 25 septemvri 2001
29 November 2001	Regulations on the harmonised credit system for the transition from one study programme to another and for the transition from one higher education institution to another constituent part of Ss. Cyril and Methodius University in Skopje; University Newsletter No. 20, 30 November 2001	Pravilnik za edinstvenite osnovi za kredit sistemot, preminot od edna na druga studiska programa i preminot od edna visokoobrazovna ustanova vo sostav na Univerzitetot 'Sv. Kiril i Metodij' vo Skopje; Univerzitetski glasnik br. 20, 30 noemvri 2001
29 November 2001	Guidebook on harmonised study regulations at Ss. Cyril and Methodius University in Skopje; University Newsletter No. 20, 30 November 2001	Pravilnik za edinstvenite pravila za studiranje na Univerzitetot 'Sv. Kiril i Metodij' vo Skopje; Univerzitetski glasnik br. 20, 30 noemvri 2001
11 June 2002	Decision regarding the introduction of the Diploma Supplement, defining the form, content and means of issuing; University Newsletter No. 27, 16 June 2002	Odluka za voveduvanje Prilog kon diplomata (Diploma Supplement), kako i za formata, soдрzinata i za nacinot na negovoto izdavanje; Univerzitetski glasnik br. 27, 18 juni 2002
13 August 2002	Regulations on the norms and standards for establishing HEIs and for practising higher education activities; Official Journal of the Republic of Macedonia No. 68, August 2002	Pravilnik za normativite i standardite za osnovanje visokoobrazovni ustanovi i za vrsenje visokoobrazovna dejnost; Sluzben vesnik na Republika Makedonija br. 68, avgust 2002

FORMER YUGOSLAV REPUBLIC OF MACEDONIA

Date	Term in English	Term in national language
1 October 2002	Guidelines for quality assurance and assessment of HEIs and academic staff in the Republic of Macedonia; Official Journal of the Republic of Macedonia No. 75, October 2002	Vodic za obezbeduvawe kvalitet i ocenuvanje na instituciite za visoko obrazovanie i na akademskite kadri vo Republika Makedonija; Sluzben vesnik na Republika Makedonija br. 75, oktombri 2002
19 March 2003	St. Kliment Ohridski University regulations on the harmonised credit system for the transition from one study programme to another and for the transition from one higher education institution to another; University Newsletter, March 2003	Pravilnik na Univerzitetot 'Sv. Kliment Ohridski' – Bitola za edinstvenite osnovi na kredit transfer sistemot (sistemot za prenos na bodovi, CTS-Credit Transfer System) za premin na druga studiska programa i premin od edna na druga visokoobrazovna ustanova; Univerzitetski glasnik, mart 2003
17 July 2003	Law on Changes and Amendments to the Law on Higher Education; Official Journal of the Republic of Macedonia No. 49, July 2003	Zakon za izmenuvanje i dopolnuvanje na Zakonot za visokoto obrazovanie; Sluzben vesnik na Republika Makedonija br. 49, juli 2003
21 January 2004	Law on establishing a state university in Tetovo; Official Journal of the Republic of Macedonia No. 8, February 2004	Zakon za osnivanje drzaven univerzitet vo Tetovo; Sluzben vesnik na Republika Makedonija br.8, februar 2004

For national statistics, see the Annexe at the end of the report.

Websites

Ss. Cyril and Methodius University – Skopje: <http://www.ukim.edu.mk>

St. Kliment Ohridski University – Bitola: <http://www.uklo.edu.mk>

South-East European University – Tetovo: <http://www.see-university.com>

CEE Network: http://www.ceenetwork.hu/r_macedonia.html

MALTA

Higher education is regulated by the Education Act of 1988 and subsequent amendments. The University of Malta falls under the provisions of this Act.

The degree structure, traditionally based on **three main cycles**, has been followed for many years. Full-time programmes leading to Bachelor's and Master's degrees last 3 to 4 years and 1 to 2 years respectively. They are offered by the University of Malta in most disciplines.

Full-time **doctoral programmes** vary in duration between 3 and 6 years. There are no programmes offering initial preparation. Doctoral programmes offered by the University of Malta are based solely on research. A 15-month full-time research programme is undertaken by holders of first-cycle degrees prior to formal transfer to doctoral studies. This period is included in the duration of the doctoral programme.

On 20 January 2005, the University of Malta approved provisions for the award of joint degrees with other overseas universities. In such cases, programmes are offered and degrees may be awarded as laid down in the agreements reached with them.

ECTS has been implemented since October 2003. It is mandatory for all programmes and is

applied both in terms of transfer and accumulation.

The University of Malta is working on introducing the **Diploma Supplement** in the near future but no date has been fixed as yet. Pending its introduction, students receive a transcript of their academic record. Such transcripts include students' personal details, course of studies, duration, mode of attendance, areas of study, titles of modules followed and results obtained, participation in overseas exchange programmes and final classification of the award. The issuing of a Diploma Supplement is not legally mandatory in Malta. When it is issued, it is expected that the chosen language will be English.

Quality assurance is undertaken for study programmes at the University of Malta through the annual participation of **external** examiners (both visiting and non-visiting) in setting and correcting examination papers and dissertations of final year students. They are also expected to report on the courses in general. External examiners from overseas institutions are always appointed members of the Board of Examiners for doctorates.

The **internal evaluation** procedure is pursued by a Quality Assurance Committee set up in 1996 by the University of Malta. This includes

representatives from each faculty and the administrative staff, as well as from the Students' Representative Council. As from 2004/05, measures introduced by the Committee and approved by Senate include faculty internal audits. At this initial stage, the Audit Team includes a member of the Quality Assurance Committee, the Dean (or representative) of the faculty and an external auditor who will normally be an academic working in an overseas university and who is well acquainted with the Maltese academic scene.

The Students' Representative Council is represented on the Committee and provides feedback and suggestions. The Committee relies on External Examiners to provide feedback on the standards prevailing at the University.

The University of Malta is empowered by law to award diplomas and degrees, and no **accreditation** by other bodies is required.

Malta participates in the European Association for Quality Assurance in Higher Education (ENQA) through the University of Malta Quality Assurance Committee and the Academic Audit Unit. The University of Malta has expressed an interest in joining ENQA.

MALTA

Apart from the University of Malta, higher education is in the process of becoming a binary system thanks to the foundation of the Malta College of Arts, Sciences and Technology

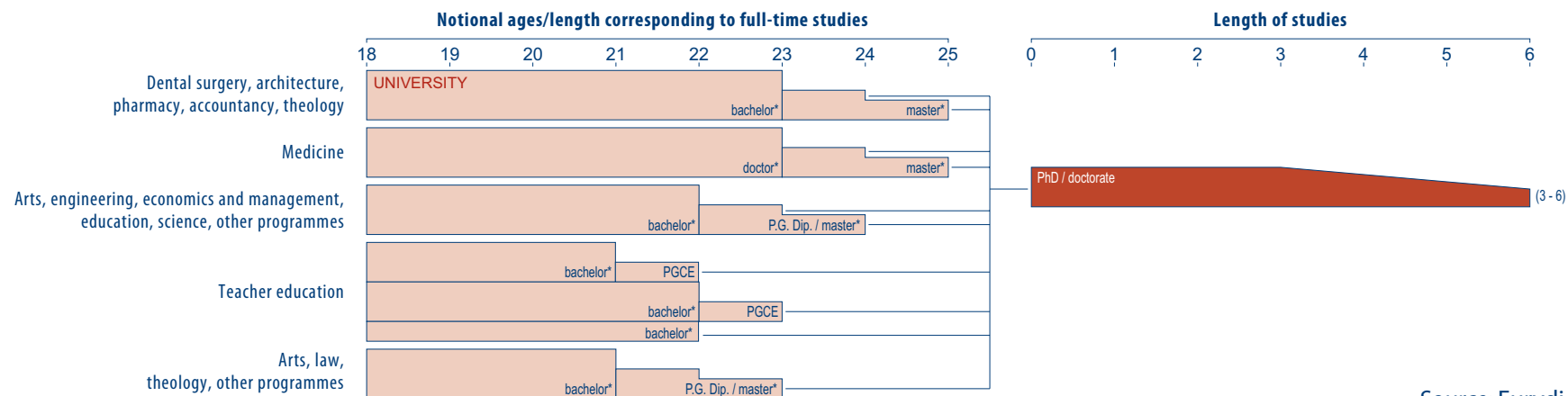
(MCAST) which has merged various colleges for vocational and professional education. Currently, MCAST offers courses at ISCED 3 and ISCED 4. However the development plan of the

College envisages the provision of ISCED 5 courses. There is no indication regarding the type of programmes and date of implementation as yet.

Legislative and/or official references

Date	Term
16 August 1988	Education Act

For national statistics,
see the Annexe at the end of the report.



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (institutional level)	<i>qualification</i>	Intermediate diploma	-/n/-	Compulsory work experience + its duration	(n- x)	From n year(s) minimum to x year(s) maximum
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places (national/regional level)	<i>qualification</i>	Qualifying degree	*	Qualification + field of specialisation	(Δ)	Variable duration

| P.G. DIP. *Postgraduate Diploma* | PGCE *Postgraduate Certificate of Education* | PhD *Doctor of philosophy*

THE NETHERLANDS

Higher education comprises higher professional education (HBO) and university education (WO), which have been governed by the Higher Education and Research Act since 1993. The Act was amended in 2002, 2003 and 2004.

The Bachelor's/Master's structure came into effect following an amendment to the Higher Education Act in 2002 which led to a degree system with **three main cycles**. The universities converted most of their traditional single-cycle courses into Bachelor's and Master's courses in the 2002/03 academic year. The remainder were converted in 2003/04. Some courses still exist in the old format but will be phased out. Incidentally, programmes in medicine, pharmacy and veterinary science are still organised in a long cycle. The courses at institutions for professional education have been converted into Bachelor's programmes in 2002. The Minister of Education can authorise these institutions to offer Master's courses as the need arises, and has done so in the area of health care.

Doctoral programmes can be accessed after the completion of a Master's degree or an equivalent title. Doctoral or PhD students do scholarly or scientific research, generally leading to a thesis or dissertation (*dissertatie*).

The programme leading to a doctorate last at least 4 years. This type of qualification may be obtained from a university as well as from the *Open Universiteit* (Open University). Research schools are national and international centres for high quality research in a particular field or in a multidisciplinary context. They offer research posts to talented research assistants and provide a guaranteed level of supervision and tuition for doctoral studies. Candidates are expected to obtain a doctorate at the end of their training.

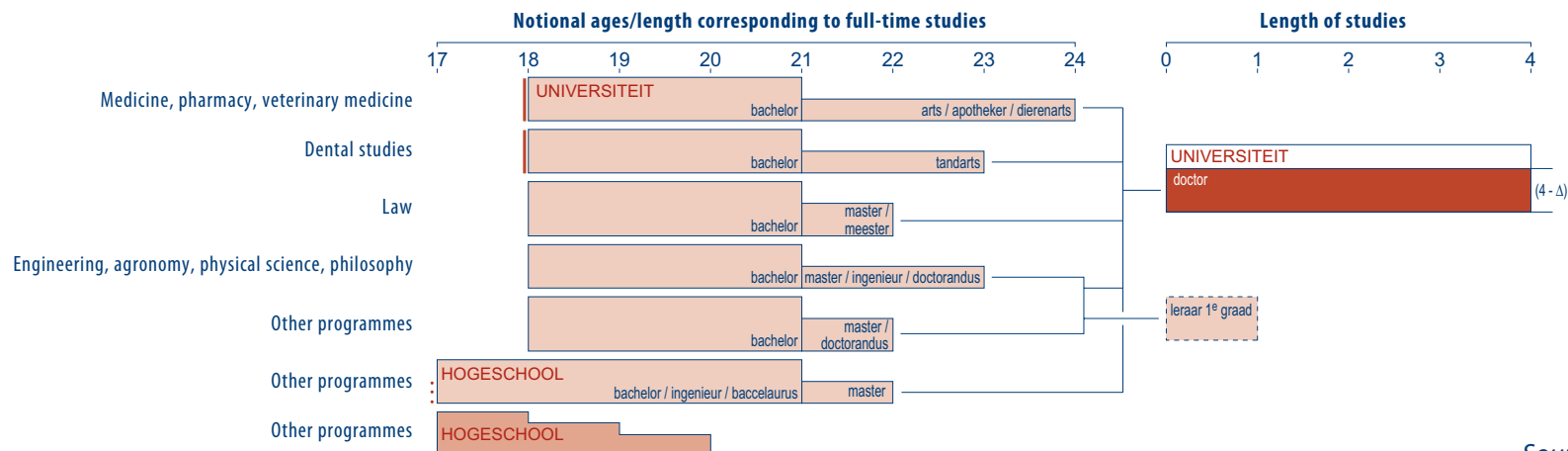
The 2002 amendment to the Higher Education Act introduced a Dutch credit system similar to **ECTS** (with 60 study points a year), which replaced the former 42-credit system with. This mandatory ECTS-credit system for accumulation and transfer of credits has been implemented since the 2002/03 academic year. The 2002 amendment defined 60 credits by law as a workload of 1 680 hours.

The use of the **Diploma Supplement** has been mandatory since 1 March 2005. Many institutions have introduced or are introducing the Diploma Supplement, whose use is being promoted extensively by student organisations, the government and the NUFFIC (as the Dutch ENIC/NARIC). Prior to 1 March 2005, the Diploma Supplement was issued on

request, free of charge and in Dutch or English. Since then, it has been issued automatically to all students.

In order to guarantee the **quality assurance** of the Bachelor's and Master's programmes, the Netherlands Accreditation Organisation (NAO), established by law in 2002, assesses courses at colleges and universities. A treaty between the Netherlands and the Flemish Community of Belgium established the NAO as a supranational organisation in the two countries in 2003. By the end of 2004, the treaty was ratified, and since then the organisation has been known as the *Nederlands-Vlaamse Accreditatie Organisatie in oprichting* (NVAO, or Dutch-Flemish Accrediting Organisation).

At the same time, the task of overseeing the **external evaluation** of study programmes was transferred from the Inspectorate (responsible for the education system at large) to the newly established NVAO in 2003. Its board members are appointed by the shared governments of the Netherlands and the Flemish Community of Belgium. It is good practice for academic communities to be consulted before the government appoints board members. The NVAO accredits programmes if the external evaluation is done according to the set



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (institutional level)	<i>qualification</i>	Intermediate diploma	-/n/-	Compulsory work experience + its duration	(n- x) From n year(s) minimum to x year(s) maximum
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places (national/regional level)	<i>qualification</i>	Qualifying degree	*	Qualification + field of specialisation	(Δ) Variable duration

In addition to institutions shown in the diagram, there are a number of non-government-funded private higher education institutions (so-called *aangewezen instellingen*), whose qualifications have been placed on the same footing as those of government funded higher education institutions.

Students awarded a *bachelor* qualification at a *Hogeschool* may move on to a research university *master*, usually via a bridging programme though sometimes directly, depending on agreements between the *Hogeschool* and research university concerned.

THE NETHERLANDS

protocol and if the assessment is positive. This assessment is independent.

Accreditation applies both to existing and new programmes.

In order to be included in CROHO (*Centraal Register Opleidingen Hoger Onderwijs* or Central Register of Programmes in Higher Education), Bachelor's and Master's programmes are subjected to a test for new programmes. The NVAO confirms jointly with CROHO that the programme is indeed new, and that it has neither been registered, nor had its registration withheld in the past.

The NVAO is entrusted by law to accredit all existing Bachelor's and Master's degree programmes and to validate new study programmes at government-funded higher education institutions as well as institutions approved (but not funded) by the Dutch government. Institutions excluded from government funding or approval can apply for accreditation of post-initial Master's degree programmes.

The NVAO bases its judgement on external validation, carried out by validation/evaluation organisations, such as the QANU (Quality Assurance Netherlands Universities), the NQA (Netherlands Quality Agency) and the Dutch Validation Council.

External care for quality is organised by the *Visiterende en Beoordelende Instanties* (VBIs, Visiting and Assessing Institutions) and is complementary to internal care for quality. Each external peer review is preceded by internal evaluations.

The *Visitatiecommissies* investigate all courses and research programmes in all Dutch universities. They report publicly on their conclusions and give recommendations. All courses are assessed once every six years and research programmes once every five years. A *visitatie* (review) includes all Dutch (and sometimes Flemish) programmes in the same field. The committee consists of a number of experts in the field concerned, who assess the content of the field of study and the educational aspects; the committee includes a student member as well.

Since 2003, the NVAO checks if the external assessments of the VBIs meet certain quality prerequisites. The NVAO compiles an annual list of organisations which satisfy the criteria for carrying out assessments.

According to the law, both the reports by the *Visitatiecommissies* as well as the accreditation reports must be made public. The results of the external peer reviews are published and are available on websites. Positive accreditation

judgements are published by the NVAO and available on their website.

In addition, universities and institutions for higher professional education have a great deal of freedom to organise their own system of quality assurance. All universities are involved in the individual quality assurance (consisting of external and internal evaluations) of their own education and research.

It is mandatory for students to be members of the education committees for each programme. Their involvement in internal evaluation is at the institution's discretion.

The QANU and the NQA are, along with the Inspectorate and the NVAO i.e., members of the European Association for Quality Assurance in Higher Education (ENQA).

THE NETHERLANDS

Legislative and/or official references

Date	Term in English	Term in the national language
Act adopted 8 October 1992 Implemented from 1 September 1993 (amended in 2002, 2003 and 2004)	Higher Education and Research Act	<i>Wet op het hoger onderwijs en wetenschappelijk onderzoek, or WHW</i>

For national statistics, see the Annexe at the end of the report.

NORWAY

Most provisions of the Bologna Declaration have been incorporated in the general reform of higher education referred to as the Quality Reform (*Kvalitetsreformen*), which was fully implemented from the 2003 autumn term.

Since the 2003/04 academic year, all institutions have been obliged to incorporate the structure based on **two main cycles**. During a transition period up to 2007, both the old and new structures will exist side by side. A limited number of study programmes (medicine, theology, psychology and veterinary science) are exempt from the Bologna model.

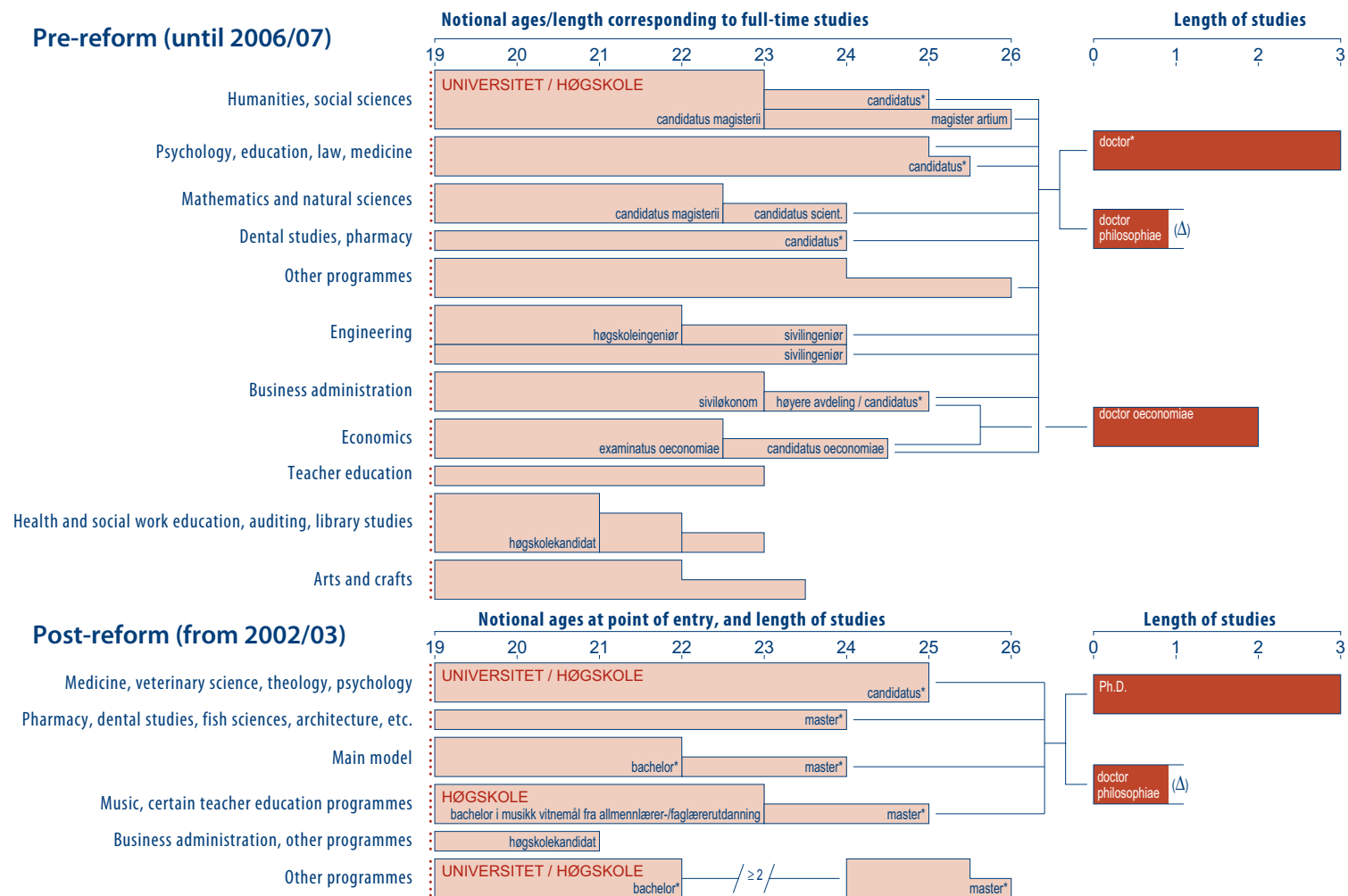
With the adoption of the Quality Reform, a common organised **doctoral programme** was introduced for all 15 different doctoral programmes leading to the Ph.D. degree. There is also an individual doctoral programme based on a relatively long record of research and publication, leading to the title of *doctor philosophiae*. Taught courses are part of the doctoral phase. The time spent on taught courses differs from institution to institution but, as a general rule, it is one semester. There are no Norwegian laws or regulations preventing two or more higher education institutions, Norwegian or European, from awarding a doctorate.

In 2001, a new system of credits in which a full academic year corresponds to 60 credits, was introduced in all study programmes. It replaced the former system consisting of 20 credits a year. The new system was accompanied by a new standardised grading scale (descending from A to E for different pass grades and F for fail). Both are equivalent to **ECTS** arrangements and were fully implemented in 2003. ECTS is used for credit transfer and accumulation.

The **Diploma Supplement** was introduced in 2002, and higher education institutions are obliged to issue it automatically to all students. It is available free of charge and only in English.

The Norwegian Agency for Quality Assurance in Education (*Nasjonalt organ for kvalitet i utdanningen*, or NOKUT) was established in 2002. It is regarded as an independent government body and began its work in January 2003. Its role is to supervise and develop the **quality of higher education** at national level through evaluation, accreditation and recognition of institutions and course provision. NOKUT is governed by a board, which has overall responsibility for Agency activities and decisions. The board is appointed for a period of four years and consists of seven members, including one student. At present, one of NOKUT's board members is a pro-rector

from Denmark, in keeping with Norway's attempt to include an international member on the board at all times. All evaluation panels have a student representative. At least one of the experts on the evaluation panels comes from another country, which for linguistic reasons is usually one of the Nordic countries. The Agency evaluates and passes judgement on the internal quality assurance systems of institutions, by means of quality audits carried out on all accredited institutions in regular cycles. In addition to providing a control mechanism, audits should be conducive to quality development. Another task is to make all accreditation decisions concerning higher education that go beyond the self-accrediting powers of institutions. These decisions cannot be modified by any other authority. The Agency also carries out evaluations for the purpose of revising specific accreditations. Any institution can have accreditations revoked or suspended – for the entire institution as such, or for individual programmes – following a negative assessment in this type of evaluation. The evaluations and accreditations are conducted by experts appointed by NOKUT. Finally, the Agency carries out other types of evaluation for the general purpose of investigating, assessing and developing the quality of higher education in Norway. The



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (institutional level)	qualification	Intermediate diploma	-/n/-	Compulsory work experience + its duration	(n- x)	From n year(s) minimum to x year(s) maximum
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places (national/regional level)	qualification	Qualifying degree	*	Qualification + field of specialisation	(Δ)	Variable duration

Ph.D Doktor philosophiae/Philosophiae Doktor

NORWAY

Ministry may instruct NOKUT to undertake such evaluations.

All material connected with evaluations and accreditations, such as the appointment of experts, institutional applications, the experts' report and NOKUT's decisions, is made public.

In the Norwegian system, **accreditation** entails a professional assessment of whether a higher education institution and the programme it provides fulfil a given set of standards. As from January 2003, accreditation is mandatory and universal for all formally recognised higher education. Accreditation is not limited to a specified period of time, but is considered valid until explicitly revoked, following an assessment aimed at revising previous accreditation. The system is a combination of institutional and programme accreditation. Standards concerning institutional accreditation are set in regulations fixed by the Ministry of Education and Research. Further criteria for institutions, and standards and criteria for programmes have been developed by NOKUT.

Institutions are accredited in the three different categories of 'university', 'specialised university institution' and 'university college'. An institution's right to offer (new programmes of) higher education without specific programme

accreditation is dependent on its category. The universities have full autonomy and may accredit any type of programme without applying to either the Ministry or NOKUT. The specialised university institutions have basically the same rights as the universities in the fields in which they are allowed to offer doctoral degree programmes. If they want to extend their programmes to new fields, they must present the new provision for accreditation. University colleges have the right to offer any provision at Bachelor's level without any further accreditation process. In the fields in which they are allowed to offer doctoral degree programmes, they have the right to establish new Master's programmes without any further process of accreditation by NOKUT. All other new programmes have to be accredited by NOKUT.

Private institutions were not considered accredited institutions as such at the time of NOKUT's establishment, because of the former system of programme accreditation for private institutions. These institutions thus have to apply for institutional accreditation in any of the three categories in order to obtain the same rights as state institutions in the same category. A precondition for accreditation is that the institution must have a satisfactory quality assurance system. If an institution

which applies for institutional accreditation does not have an approved system, NOKUT will start the accreditation process by evaluating it. In such cases, two expert panels are involved, each with four to five experts, and the whole process takes about ten to twelve months.

Programme accreditation may be obtained for specific courses or programmes that the institution is not institutionally accredited to provide. There are standards and criteria for all three main levels – Bachelor's, Master's, and Ph.D. – and for short-cycle higher education (two-year) degrees. Some professional education programmes are regulated by national curriculum regulations that serve as additional standards. Private institutions without institutional accreditation will have to apply for it separately for every course or programme they wish to offer.

At the time of NOKUT's establishment, all state-owned institutions were considered accredited. NOKUT will conduct cyclical evaluations of all accredited institutions every six years in order to establish whether their quality assurance systems are satisfactory.

All state-owned institutions were obliged to establish a quality assurance system by January 2004. Institutions are required to document their quality assurance work and demonstrate

NORWAY

that their systems can uncover instances where quality is weak. The systems must include routines for student evaluation of teaching, institutional self-evaluation and the follow-up of evaluations, documentation of the institution's development of the learning environment, and routines that ensure the continuous development of quality work.

External evaluations are preceded by internal assessments (self-evaluation).

NOKUT is a member of the European Association for Quality Assurance in Higher Education (ENQA), the Nordic Quality Assurance Network in Higher Education (NOQA), the European Consortium for

Accreditation (ECA) and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE). In addition, the agency has signed bilateral agreements with the Spanish Quality Assurance Agency (ANECA) and the South African quality assurance agency known as the Higher Education Quality Committee (HEQC).

Legislative and/or official references

Date	Term in English	Term in the national language
11 October 2002	Regulation No. 1124 relating to Degrees and Vocational Education, Protected Title and Normal Study Periods at Universities and University Colleges	FOR nr 1124: Forskrift om grader og yrkesutdanninger, beskyttet tittel og normert studietid ved universiteter og høyskoler
2 January 2003	Regulation No. 04 relating to Accreditation, Evaluation and Recognition under the Act concerned with Universities and University Colleges and the Private Higher Education Institutions Act	FOR nr 04: Forskrift om akkreditering, evaluering og godkjenning etter lov om universiteter og høyskoler og lov om private høyskoler

For national statistics, see the Annexe at the end of the report.

POLAND

The establishment, organisation and activity of university-type higher education institutions in Poland is regulated by the 1990 Act on Schools of Higher Education (with further amendments). The professional higher education sector (*wyższe szkoły zawodowe*) is governed by the Act on Higher Vocational Schools 1997 (with further amendments). The organisation of doctoral studies as well as the regulations concerning academic degrees and titles – including the degree of doctor in a given area of study or artistic field – is specified in the Act of 2003 on Academic Degrees and Titles and on Degrees and Titles in the field of art.

A degree system based on **three main cycles** has existed in Poland since 1990 when it became possible for university-type higher education institutions (HEIs) to offer three or four-year higher vocational study courses leading to a Bachelor's degree (*licencjat, inżynier*), which could then be followed by a Master's degree. The title *licencjat* was introduced by legislation in 1992. As institutions are autonomous, these courses have been introduced gradually over the last 10 years, but their development has been further encouraged by the Bologna Process. At present they are already quite popular. **Doctoral** studies may be provided by all types of HEI as well as units of the Polish Academy of

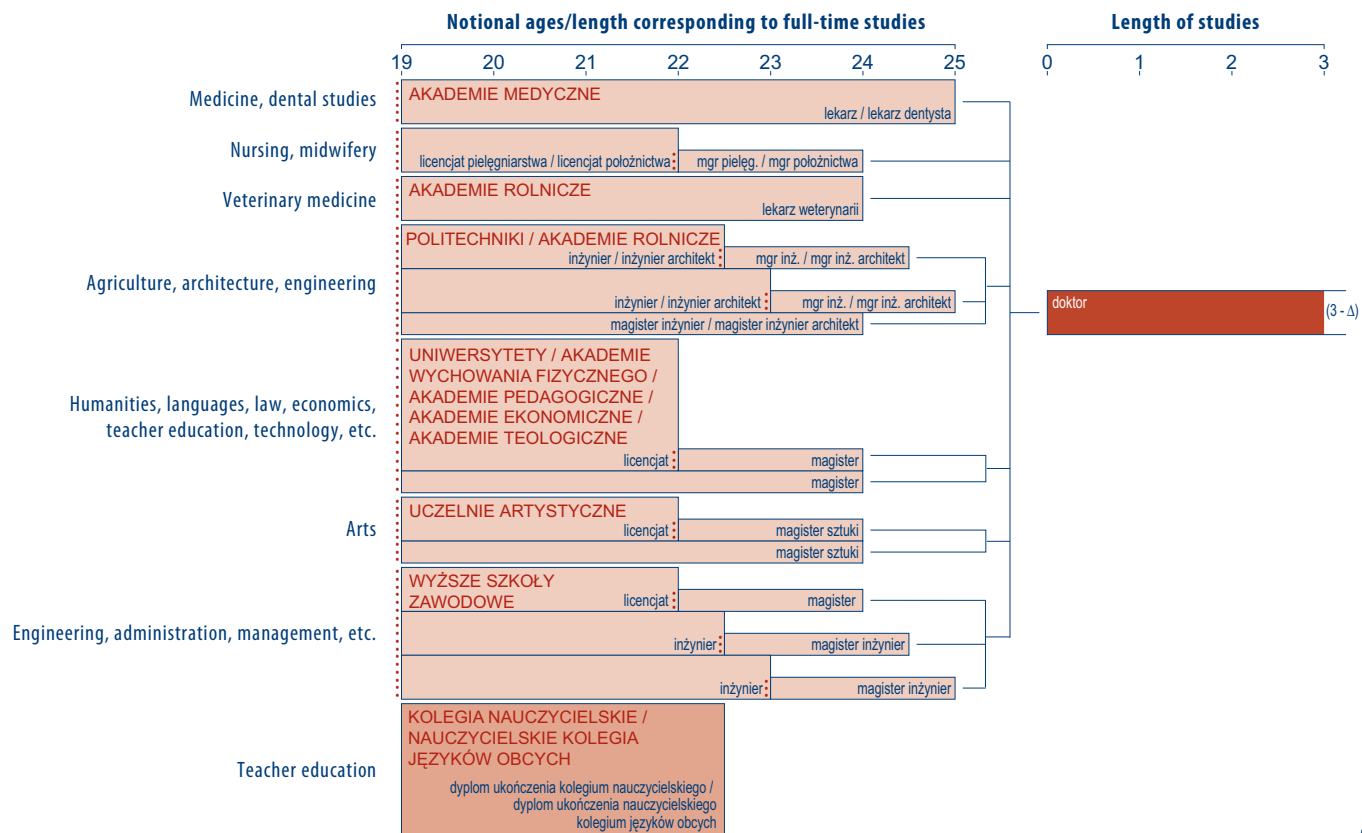
Sciences and research and development establishments which have a right to confer the academic degree of *doktor habilitowany*. These rights are granted by the Central Commission for Academic Degrees and Title, at the request of the organisational unit and on the basis of an opinion by the Main Council of Higher Education. When granting these rights, the Commission takes into consideration the following: the quality of research or artistic activity performed by the unit and the number of academic staff with the academic title of professor or *doktor habilitowany* (a minimum 12 people representing the study area or artistic field, including at least six with the title of professor). Curricula, the number and character of compulsory subjects, the number of exams and passes to be obtained are determined by the faculty (academic) councils of the doctoral studies units. Doctoral students are also obliged to undertake some teaching duties at the institution (the number of hours is determined by the faculty or academic council).

Although adoption of **ECTS** is not mandatory or as yet underpinned by legislation, it is gradually being introduced. Its implementation began under the Tempus (Phare) programme and is being continued under the Socrates (Erasmus) programme. The majority of esta-

blishments which use ECTS do so only for the transfer of credits. Some also use it for accumulation. The establishment itself decides how it is going to use the system. There is also a Presidential Project for a law which foresees the obligatory introduction of ECTS (such as the system of transfer and accumulation of credits) in all establishments.

As from 1 January 2005, it is compulsory for all higher education institutions to issue the **Diploma Supplement**. The Supplement is available free of charge and issued automatically in Polish and on request in one of the five languages, English, French, German, Spanish or Russian. This results from a July 2004 Regulation by the Minister of National Education and Sport on the types of diplomas and professional titles as well as the models of diplomas issued by institutions.

The most important national agency involved in the **quality assurance** system is the State Accreditation Committee (*Państwowa Komisja Akredytacyjna*) which was established in January 2002 on the basis of the September 1990 Act on Schools of Higher Education. Its tasks are to draw up opinions on motions regarding the founding of an HEI, to establish its extramural branches, to establish new degree programmes in existing institutions and to assign fields of specialisation to appropriate



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (institutional level)	qualification	Intermediate diploma	-/n/-	Compulsory work experience + its duration	(n- x)	From n year(s) minimum to x year(s) maximum
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places (national/regional level)	qualification	Qualifying degree	*	Qualification + field of specialisation	(Δ)	Variable duration

Mgr inż. *Magister inżynier* Mgr pielęgn. *Magister pielęgniarstwa*
 Mgr inż. architekt *Magister inżynier architekt* Mgr położnictwa *Magister położnictwa*

degree programmes in vocational schools. Until September 2002, the Committee prepared opinions on motions concerned with establishing fields of specialisation in higher education institutions, on the basis of the Act on Higher Vocational Schools of June 1997. The Committee also evaluates the quality of teaching and verifies compliance with the requirements of degree programmes in all Polish civilian higher education institutions (whether state or non-state, academic or vocational), which are supervised by the Minister for Higher Education, the Minister of Health, the Minister of Culture or the Minister of Infrastructure. The role of these ministers is to approve the implementation of new degree programmes, which are different from those defined in the Regulation of the Minister of National Education and Sport of March 2002 on requirements to be met by HEIs when establishing and implementing degree programmes, as well as on the names of such programmes.

Another important national organisation involved in the quality assurance system is the General Council for Higher Education (*Rada Główna Szkolnictwa Wyższego*), which has existed under its present name since January 1991 and was established on the basis of the Act on Schools of Higher Education of 1990. The Council co-operates with the Minister of

National Education and Sport and with other governmental bodies in establishing state policy in the area of higher education. The council is responsible, among other things, for issuing opinions and proposing motions on all matters related to higher education and science, as well as on legal regulations, etc.

The Conference of Rectors of the Academic Higher Education Schools (*Konferencja Rektorów Akademickich Szkół Polskich*, or KRASP) was established on 7 June 1997 and is in charge of peer **accreditation** in Poland. This type of accreditation is voluntary and is carried out by eight accreditation commissions established by rectors of the different types of HEI involved in KRASP activities. The eight commissions are supervised by the KRASP Accreditation Commission established in June 2001. Accreditation by the KRASP commissions is considered to be the hallmark of high quality teaching in a given institution or faculty.

Only academic partners of national standing take part in the evaluation process involving the State Accreditation Committee, the General Council for Higher Education and the Conference of Rectors of the Academic Higher Education Schools.

Internal Evaluation of individual academic teachers is obligatory under the Act on Schools of Higher Education of 12 September 1990

(with further amendments). The procedure for obligatory assessment of individual academic teachers is subject to institutional autonomy and it is defined in the HEIs' statutes. The internal evaluation procedures are set by the university authorities (*senat*) and defined in the institutions' statutes. This is reflected in the variety of procedures used by Polish HEIs. Questionnaires and surveys among students are very popular. The results of internal evaluation (if available) are taken into account during the implementation of external evaluation.

Since the beginning of 2003, the State Accreditation Committee has had observer status at the European Association for Quality Assurance in Higher Education (ENQA). It is not involved in any other supranational quality assurance networks.

In March 2004, a draft version of a new Act on Higher Education prepared by the President was submitted to the Polish Parliament. The draft is a comprehensive regulation on the system of higher education and deals with issues so far regulated by three different acts, namely the Act on Schools of Higher Education, the Act on Higher Vocational Schools and the Act on Higher Military Education. New proposals aim to promote the competitiveness of Polish HEIs and support implementation of the Bologna Process.

POLAND

The most important proposals of the draft bill are related to doctoral studies (ISCED 6). They include new definitions for higher education institutions, including the definition of an autonomous institution. A fully autonomous higher education institution, according to this draft bill, is a state or non-state institution with the right to confer the degree of doctor (Ph.D.) in at least four areas of study. An autonomous institution would have greater freedom to create and abolish its organisational units, and offer new courses and studies in co-operation with other higher education and research

institutions. Rules providing for the establishment of associations of HEIs (with state and non-state participants) in order to implement particular tasks will be introduced. This will make it possible for higher education institutions to offer courses in broad study areas and inter-faculty courses. There will be the introduction of three-cycle studies in vocational higher education. The title of *licencjat* or *inżynier* would correspond to first-cycle studies, complementary *Magister* studies to second-cycle studies, and doctoral studies to third-cycle studies.

Institutions entitled to award doctorates in two areas will be authorised to offer doctoral studies. So far only institutions with the right to confer the *doktor habilitowany* have had such rights. The present proposal would result in the establishment of a new status for doctoral students and entitle them to apply for financial support, participate in the senate and academic councils of university units, and establish doctoral student self-government, as well as enabling them to benefit from reduced fares on public transport.

Legislative and/or official references

Date	Term in English	Term in the national language
12 September 1990	Act on Schools of Higher Education (with further amendments)	Ustawa o szkolnictwie wyższym (z późniejszymi zmianami)
26 June 1997	Act on Higher Vocational Schools	Ustawa o wyższych szkołach zawodowych
1 January 2002	Decision No. 54 by the Minister of National Education and Sport of 28 December 2001, on the basis of Art. 38 (1) of the Act on Schools of Higher Education of 12 September 1990	Decyzja nr 54 Ministra Edukacji Narodowej i Sportu z dnia 28 grudnia 2001 na podstawie artykułu 38 (1) ustawy z dnia 12 września 1999 o szkolnictwie wyższym
14 March 2003	Act on Academic Degrees and Titles and on Degrees and Titles in the field of art	Ustawa o stopniach naukowych i tytule naukowym oraz o stopniach i tytule w zakresie sztuki
23 July 2004	Regulation by the Minister of National Education and Sport on the types of diplomas and professional titles as well as the models of diplomas issued by higher education institutions	Rozporządzenie Ministra Edukacji Narodowej i Sportu w sprawie rodzajów dyplomów i tytułów zawodowych oraz wzorów dyplomów wydawanych przez uczelnie

For national statistics, see the Annexe at the end of the report.

PORTUGAL

The Basic Law on the Education System dated 14 October 1986 and amended in September 1997, establishes the general rules governing all levels and types of education. The law sets out its aims and scope, the conditions for admission to higher education as well as the types of institutions involved. In February 2005, the Decree-Law was approved, regulating the principles and instruments for the creation of the European Higher Education Area. This new legislation applies to all higher education institutions and degree programmes.

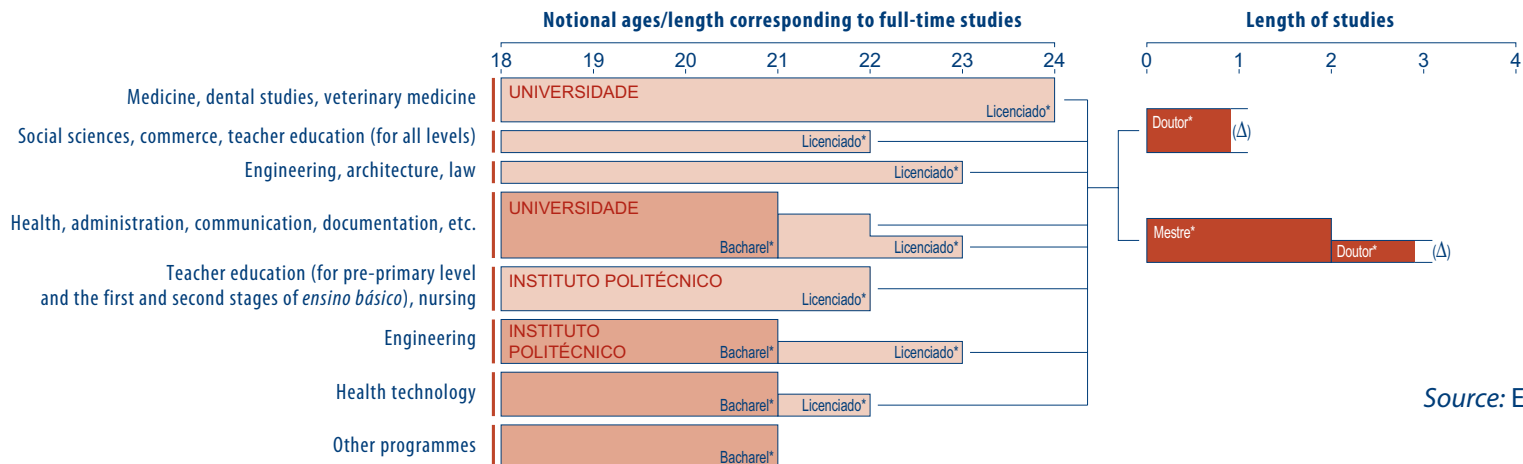
In 2004/05, a structure based on two main cycles has not yet been introduced. A new Basic Law on Education to determine the structure based on **three main cycles** is foreseen to be approved, with the view to comply with the objectives called for by the Lisbon Strategy and the principles of the Bologna Declaration.

According to the 2005 Decree-Law, the study programmes must be expressed in **ECTS** credits in principle from 2005/06. In 2004/05, only two universities developed an ETCS pilot project and were awarded the European ECTS label. ECTS has been applied in the scope of the Socrates mobility programme by institutions which signed the institutional contract in the framework of the programme. A national credit system exists but is only applied by public universities and is not compatible with the ECTS system.

According to the 2005 Decree, from the 2005/06 academic year, the **Diploma Supplement** will be issued automatically to all students, free of charge, in Portuguese and English, although some universities are already issuing it.

The process of **internal** and **external evaluation** of higher education institutions was introduced by legislation in 1994. In 1998, the National Higher Education Evaluation Council (CNAVES) was established. It is an independent body responsible for assessment of higher education institutions.

The 2003 law on the development and quality of higher education ensures fulfilment of the right to equal opportunities in education in terms of access, attendance and success, by overcoming economic, social and cultural inequalities. This law marks a step forward in the area of quality assurance and the quality and accreditation of courses and institutions. It is foreseen that CNAVES, which is a member of the European Association for Quality Assurance in Higher Education (ENQA), will become the national evaluation and accreditation agency.



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (institutional level)	<i>qualification</i>	Intermediate diploma	-/n/-	Compulsory work experience + its duration	(n-x)	From n year(s) minimum to x year(s) maximum
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places (national/regional level)	<i>qualification</i>	Qualifying degree	*	Qualification + field of specialisation	(Δ)	Variable duration

PORTUGAL

Legislative and/or official references

Date	Term in English	Term in the national language
14 October 1986 (amendments 19 September 1997)	Basic Law on the Education System (Law No. 46/86 dated 14 October, amended by Law No. 115/97)	Lei de Bases do Sistema Educativo (Lei n.º 46/86 de 14 de Outubro alterada pela Lei n.º 115/97)
11 July 1998	Decree-Law No. 205/98 establishing the National Higher Education Evaluation Council	Decreto-Lei n.º 205/98 cria o Conselho Nacional de Avaliação do Ensino Superior
6 January 2003	Law No. 1/2003 on the development and quality of higher education	Lei n.º 1/2003 do Desenvolvimento e da Qualidade do Ensino Superior
22 February 2005	Decree-Law No. 42/200 regulating the principles and instruments for the creation of the European Higher Education Area	Decreto-Lei n.º 42/200 - Princípios reguladores de instrumentos para a criação do espaço europeu de ensino superior

ROMANIA

Several reforms linked to the Bologna Process have been launched since 1998. They are partly set out in three ministerial orders adopted in 1998, 2000 and 2002 respectively, in a government decision taken in 2001, and finally, in a law on the organisation of university studies approved by parliament in June 2004.

In 2004/05, the degree structure based on **two main cycles** had not yet been implemented.

Doctoral studies can be organised on a full-time or part-time basis by higher education or research institutions, subject to Ministry of Education and Research approval of a proposal from the National Council for Attestation of University Titles, Diplomas and Certificates. The structure of a doctoral programme includes theoretical and applied training activities, successful performance in a minimum of three examinations, and the defence of at least three scientific dissertations or three creative works, depending on the field (sciences or arts). In addition, full-time doctoral studies involve attending at least four taught courses, including the associated seminars and corresponding examinations. Doctoral studies can be organised jointly by two institutions, one in Romania and one abroad (in Europe or elsewhere) on the basis of a written agreement between both institutions, specifying the role

of each and the recognition of the title of 'doctor' by the corresponding authorities in both countries.

According to the 2004 law, the degree structure based on **three main cycles** will be fully implemented with effect from the 2005/06 academic year. Each cycle will have its own admissions and graduation procedures. The duration of study cycles, corresponding to various fields and areas of specialisation, will be established by the Ministry of Education and Research on the basis of proposals from the National Council of Rectors and will be approved by government decision. Special norms concerning the study conditions applicable to regulated professions adopted at European level will be established within the Romanian higher education system. The first (Bachelor's) cycle will include a minimum of 180 and a maximum of 240 transferable study credits equivalent to ECTS, and will last three to four years, depending on the field and area of specialisation. The second (Master's) cycle will include a minimum of 90 and a maximum of 120 transferable study credits (in exceptional cases and depending on the length of the first cycle, the lower limit may be 60 transferable study credits), and will last one to two years. Both cycles should enable the accumulation of at least 300 transferable study credits. For

professions regulated by European norms or good practice, the provision entailed might be offered by joining the two cycles into a long study programme lasting five to six years and leading to the equivalent of a Master's qualification.

According to the same law, the third cycle (doctorate) has also been restructured as part of the Bologna Process and will last three years. As an exception imposed by the specific nature of the theme or the need for longer experimentation, the length of doctoral studies may be extended by one to two years, subject to approval by the university senate.

For integrated programmes provided by two or more universities and leading to a common diploma, the Ministry of Education and Research will draw up the corresponding framework methodology based on the current regulations, and submit it to the government for approval.

ECTS was introduced in graduate and post-graduate programmes at the end of 1998 on the basis of a ministerial order adopted in October of that year. In accordance with the Strategy for Romanian Higher Education for the period from 2002 to 2010, the Ministry of Education and Research has encouraged state as well as private universities to implement

ROMANIA

ECTS and identify mechanisms for ensuring national compatibility. Prior to 2000, ECTS was recommended but not compulsory. According to the 2004 law on the organisation of university studies, ECTS will become compulsory for all universities and study programmes from the 2005/06 academic year. It will be used both for credit transfer and accumulation in all study programmes (including doctoral programmes), as it is the case at universities which implemented ECTS in the 2004/05 academic year.

The **Diploma Supplement** was introduced on the basis of a Ministerial order adopted in April 2000. At present, it is issued free of charge by all institutions on request, in English or French. From the 2005/06 academic year, universities will issue the Diploma Supplement free of charge to every graduate in a language commonly used at international level.

The official body responsible for **quality assurance** is the *Consiliul Național pentru Evaluare Academică și Acreditare* (National Council for Academic Assessment and Accreditation). The Council was formed in 1993 and acts at national level as an independent body under parliamentary control. It comprises nine specialist commissions that evaluate all existing faculties and colleges every five years,

in accordance with criteria that include educational content, research activity and teacher/student ratios. The 2002 Ministerial order has developed a methodology for more frequent periodic evaluation of higher education institutions.

Criteria used in **external evaluation** relate to the basic organisational and operational fields of higher education institutions, namely their underlying goals, teaching staff, educational content, physical facilities, research activity and financial performance. Compulsory standards have been established for each criterion.

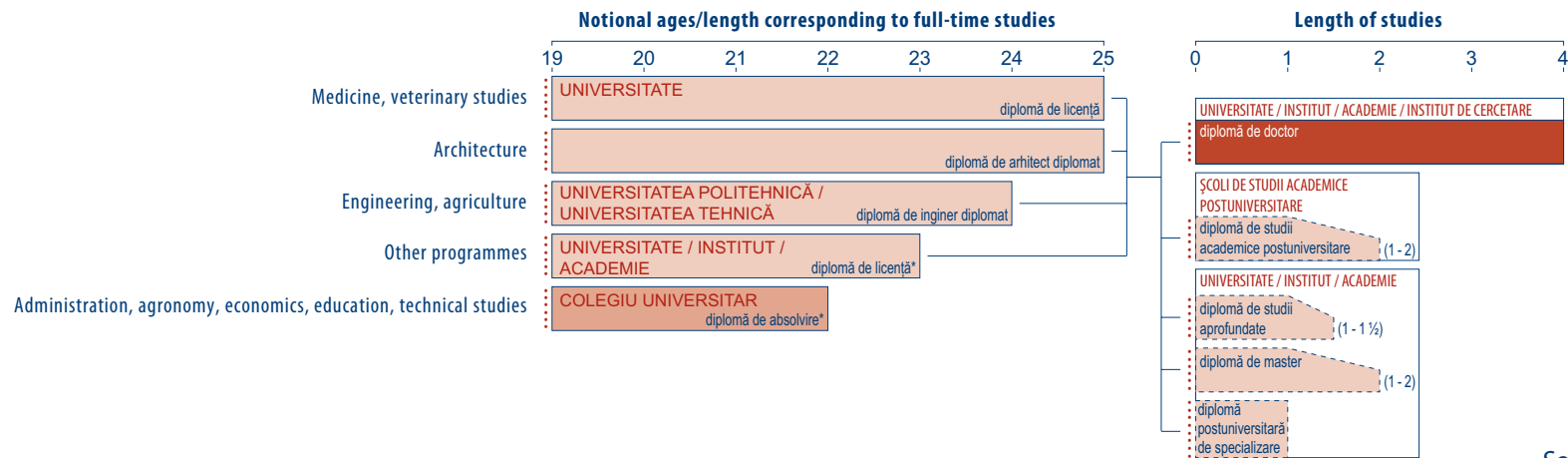
Internal evaluation of higher education institutions is carried out by department councils in compliance with the principle of university autonomy, as well as by commissions for evaluation and attestation at university level. Internal evaluation of various academic units (departments, institutes, laboratories, research groups, etc.) is based on academic standards established by the National Council for Academic Assessment and Accreditation. New forms of education or fields of specialisation are included in the internal evaluation carried out by the commissions for evaluation and attestation.

All higher education institutions, public or private, follow the **accreditation** procedures

undertaken by the National Council for Academic Assessment and Accreditation, as required by the 1993 Law on Accreditation of Higher Education Institutions and Diploma Recognition.

Accreditation is a two-step process first involving trust licensing, which gives institutions the right to organise admission examinations. Secondly, it involves accreditation, which gives them the right to organise degree examinations and issue diplomas recognised by the Ministry of Education and Research.

At present, a new law on quality assurance in education is being debated. The working document prepared by the Ministry of Education and Research proposes a global approach to the whole education system, with specific methodologies for every type and level of education, including higher and adult education. According to the document, quality assurance will be based on standards, benchmarks, norms and performance indicators, and will take into account the quality of the national education system, the education and training services provided by institutions and the education and training process outcomes.



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (institutional level)	<i>qualification</i>	Intermediate diploma	-/n/-	Compulsory work experience + its duration	(n- x)	From n year(s) minimum to x year(s) maximum
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places (national/regional level)	<i>qualification</i>	Qualifying degree	*	Qualification + field of specialisation	(Δ)	Variable duration

ROMANIA

In line with the proposals for a new law on quality assurance in education which is currently being debated, a new body – the Romanian Agency for Quality Assurance in Education – would be set up at national level, as an institution specialising in quality assurance of the education system, co-ordinated by the Ministry of Education and Research. The Agency would implement policies for quality assurance, and devise and implement the national framework for quality assurance within the national education system through specific methodologies and instruments, as well as implement periodical evaluations culminating in public reports. The administration council of the Agency would consist of the heads of various institutions involved in quality assurance (the National Council for Academic Assessment and Accreditation, the National Council for Evaluation and Accreditation of Pre-university Education, and the National Service for Assessment and Examination), plus a representative of the Ministry of Education and Research and eight Agency department directors.

Some main responsibilities of the Agency would be to co-ordinate and develop national methodologies, standards, benchmarks, norms and performance indicators for quality assurance in education, and to supervise compliance with performance indicators. Other responsibilities would be to evaluate the national education system and draw up recommendations for improvement, and to produce methodologies and self-evaluation tools for education and training providers. The Agency would also conduct periodical or (on request) external evaluation of education and training providers, undertaken independently or in co-operation with other institutions and experts, in Romania or abroad, prepare the report on the quality of the national education system. Finally, it would develop good practice portfolios for the improvement of national benchmarks, provide support programmes to institutions during the monitoring period, prepare comparative studies relating to the quality of education and training in Romania, the European Union and developed countries elsewhere, and provide information on results via various publications, the Internet, public debates and events.

Students are involved in the process of evaluation/quality assurance as members of the department council, which plays a major role in writing the self-evaluation report needed for the academic evaluation and accreditation of the department or area of specialisation concerned. University charters usually state that the opinions of students, expressed individually or through their representatives, should be taken into account in the process of evaluating and enhancing academic activities.

Since 1996, the National Council for Academic Assessment and Accreditation has been a member of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE), and has been a member of the Central and Eastern European Network of Quality Assurance Agencies in Higher Education (CEEN) since 2002. The same Council is in the process of becoming a member of the European Association for Quality Assurance in Higher Education (ENQA), although it does not currently take part in its activities.

ROMANIA

Legislative and/or official references

Date	Term in English	Term in the national language
December 1993	Law No. 88/1993 on Accreditation of Higher Education Institutions and Diploma Recognition	Legea Nr. 88/1993 privind Acreditarea Instituțiilor de Învățământ Superior și Recunoașterea Diplomelor
October 1998	Ministerial Order No. 4822/1998 regarding the expansion of the transferable credits system in education	Ordinul Ministrului Nr. 4822/1998 cu privire la extinderea sistemului de credite transferabile în învățământ
April 2000	Ministerial Order No. 3659 introducing the Diploma Supplement	Ordinul Ministrului Nr. 3659 privind introducerea Suplimentului la Diplomă
October 2001	Government decision No. 1011	Hotărârea de Guvern Nr. 1011
June 2002	Ministerial Order No. 3997/2002 concerning the methodology for special monitoring of higher education institutions	Ordinul Ministrului Nr. 3997/2002 privind metodologia de monitorizare specială a instituțiilor de învățământ superior
June 2004	Law on the organisation of university studies (No. 288/2004)	Legea privind organizarea studiilor universitare (Nr. 288/2004)

RUSSIA

The organisation of higher education has been regulated by the federal law on higher and postgraduate professional education since 1996. Doctorates are organised in accordance with the same law and with the regulations on research and academic staff in higher education in the Russian Federation, which were adopted in 1998 by ministerial decree. There is no division between academic and professional higher education in Russia.

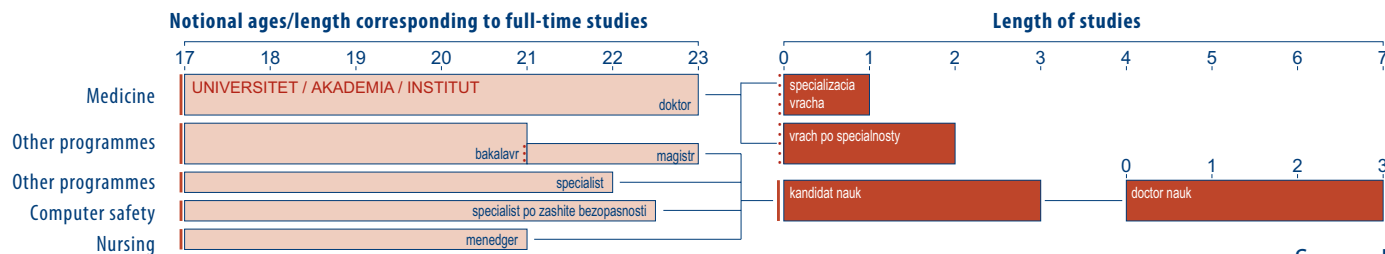
The model based essentially on **two main cycles** was established prior to the Bologna process. It was initially introduced on a limited basis in 1989 by the USSR Decree of the State Committee for Education of the USSR. The Decree provided for training programmes for Bachelor's (four years) and Master's (five and a half years) qualifications. This model was introduced on a much broader basis in 1992 by decision of the State Committee on Higher Education of the Ministry of Science regarding the implementation of a multi-level structure in higher education in the Russian Federation. As a result of the decision, Bachelor-level programmes became the basis for enrolment in specialist's and Master's degree programmes. The 1994 government decree on the adoption of state standards for higher education specified the programmes and their duration as follows: Bachelor's degree, 4 years; specialist

diploma, 5 years; and Master's degree, 6 years (including Bachelor's degree programmes). The application of the two-cycle structure is optional. Given its autonomy, a higher education institution is entitled to take an independent decision on whether or not to implement Bachelor's and Master's degree programmes. Currently, the majority of students follow the long study programmes leading to the *Specialist* degree. The legal establishment of a two-level system (Bachelor – 3-4 years followed by Master – 2 years or *Specialist* – 1-2 years) is planned.

The traditional organisation of **doctoral programmes** (*Kandidat Nauk*) has not been changed in the light of the Bologna process, and such programmes are not established legally as the third cycle of higher education. *Kandidat Nauk* (Ph.D.) programmes include obligatory theoretical courses provided in accordance with individual plans (curricula). These courses comprise approximately 20% of the programme and include foreign languages (Russian for international students), philosophy and special disciplines. Each discipline culminates in a state exam. The remaining 80 % of the programmes (leading to the title of *Doktor*) are devoted solely to individual research.

A working group on the implementation of an **ECTS-based credit system** was formed in 2002 in accordance with the Ministry of Education's decision on credit system arrangements as applied to the content of state higher education. Guidelines for calculating workload in terms of credits in the main programmes have been developed and distributed by the Ministry to higher education institutions. The methodology of the credit system calculation envisages the use of 60 credits for one academic year. Initially, the guidelines were adopted by only three Russian universities. However, when the Ministry decided to launch a credit system pilot project in 2003, 30 other universities were included. In March 2004, recommendations on the use of the system were expanded and forwarded to institutions by the Ministry. It is recommended that it should be used for both credit transfer and accumulation. ECTS is implemented on a voluntary basis and is not used in doctoral programmes.

The traditional national **Diploma Supplement** awarded automatically in most higher education institutions does not meet European requirements. The pilot project for the adoption of the European-type Diploma Supplement got underway in 2003, and is currently operational in three Russian



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (institutional level)	<i>qualification</i>	Intermediate diploma	-/n/-	Compulsory work experience + its duration	(n- x)	From n year(s) minimum to x year(s) maximum
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places (national/regional level)	<i>qualification</i>	Qualifying degree	*	Qualification + field of specialisation	(Δ)	Variable duration

RUSSIA

universities. Universities are in the process of organising a number of seminars and workshops on its implementation. There are plans to introduce the DS in 2007/08. Normally, it will be issued free of charge automatically to all students in Russian and English.

The legal basis for **quality assurance/evaluation** has been developed independently of the Bologna process over the past 10 years. It is fixed by the 1992 federal laws on education, the 1996 federal law on higher and postgraduate professional education, the 1999 regulations on state accreditation of higher education institutions and the educational activity licensing of 2000.

Since April 1997, decisions on issuing state **accreditation** have been taken by the Accreditation Board (established by the Ministry of Education), which consists of representatives of the National Rectors' Conference, associations of non-state higher education institutions and polytechnics, federal ministries and public organisations. Information activity and methods concerning accreditation procedures are the responsibility of the Ministry National Accreditation Centre (under the 1995 State Committee Decree on higher education).

Accreditation procedures are preceded by the publication of an evaluation report 10 days before the Accreditation Board meets. Data on each accredited higher education institution is made available to the public via the Internet. It is included in the Register List and is published as a matter of course in the guide to accredited higher education institutions.

The state recognition procedure comprises three elements as follows:

- Licensing, to assess that educational facilities, laboratory and other equipment, teaching staff and teaching materials comply with government requirements;
- Attestation, which involves evaluating the content, level, and quality of graduate training in accordance with government educational standards;
- Accreditation, which constitutes official recognition that a higher education institution is accredited by the government for a forthcoming period, with due regard for its category and the government standard qualifications it is entitled to award.

In order to reduce evaluation costs for higher education institutions, the Ministry of Education issued regulations that came into

effect on 1 January 2000, merging the foregoing three elements into a single process known as 'complex assessment'.

In March 2004, the Ministry of Education was reformed by government decree. Instead of one Ministry, three bodies have been formed, namely the Ministry of Education and Science, the Federal Service on Supervision in Education and Research, and the Federal Agency. In accordance with the decree, responsibility for quality assurance/evaluation is delegated to the Federal Service on Supervision in Education and Research. This new board is entitled to process applications and documents for licensing and accreditation from higher education institutions, to co-ordinate and carry out evaluation of higher education institutions and programmes, and to issue licences and certificates of accreditation.

International experts are not invited to take part in the work of the quality assurance agencies. It is envisaged that international experts will be represented on evaluation panels in course of the beginning of the current year. As part of the state quality assurance programme that began in 2000, each university undertakes **self-evaluation** and is subject to peer review (Ministry of Education Regulations, 2000). At present, the

RUSSIA

ISO 9000:2000 international quality assurance standards programme is being carried out. A training programme for quality assurance management experts in higher education institutions was launched in October 2004.

Students and student organisations are represented on the councils of higher education institutions, and provide an assessment of teaching staff. Questionnaires aimed at

gauging student opinion on the organisation of education are included in procedures for the certification of higher education institutions. Student opinion polls for external evaluation are under consideration.

The Accreditation Board is a member of the International Network for Quality Assurance in Higher Education (INQAAHE) and the Central and Eastern European Network of Quality

Assurance Agencies (CEEN). The Ministry National Accreditation Centre has applied for membership to the European Association for Quality Assurance in Higher Education (ENQA).

Legislative and/or official references

Date	Term in English	Term in the national language
19 April 1989	Decree of the State Committee for Education of the USSR, No. 351	Prikaz Gosudarstvennogo Komiteta po Obrazovaniyu SSSR, № 351
13 March 1992	Decision of the State Committee on Higher Education of the Ministry of Science on implementation of the multi-level structure of Higher Education, No. 13	Postanovlenie Gosudarstvennogo Komiteta po Vysshemu obrazovaniyu o vvedenii mnogourovnevoj struktury visshego obrazovaniya, № 13
10 July 1992	Federal Law on Education, No. 3266-1	Federalal'niy Zakon Ob obrazovanii, № 3266-1
12 August 1994	Government Decree on the adoption of state standards for higher professional education, No. 940	Postanovlenie Pravitelstva Ob utverzdenii gosudarstvennogo obrazovatel'nogo standarta visshego professional'nogo obrazovaniya, № 940
18 April 1995	Decree of the State Committee on Higher Education, No. 570	Prikaz Gosudarstvennogo Komiteta po Vyshemu Obrazovaniyu, № 570
22 August 1996	Law on Higher and Postgraduate Professional Education, No. 125-FZ	Zakon o visshem i poslevuzovskom professional'nom obrazovanii, № 125-FZ

RUSSIA

Date	Term in English	Term in the national language
27 March 1998	Regulations on research and academic staff in higher professional education (1st, 2nd and 3rd cycles of education), No. 581	Polozhenie o podgotovke nauchno-pedagogicheskikh i nauchnyh kadrov v sisteme poslevuzovskogo obrazovaniya, № 581
2 December 1999	Regulations on State Accreditation of Higher Education Institutions, No. 1323	Polozhenie o gosudarstvenoj akkreditacii visshogo uchebnogo zavedeniya, № 1323
29 June 2000	Ministry of Education Regulations, No. 1965	Rasporyazhenie Ministerstva Obrazovaniya, №1965
18 October 2000	Regulations on Educational Activity Licensing, No. 796	Polozhenie o licenzirovanii obrazovatel'noj deyatel'nosti, № 796
19 July 2002	Decision on credit system arrangements as applied to the content of state higher education, No. 2822	Postanovlenie ob organizacii rabot po sozdaniyu procedury zacheta osvoeniya studentami vuzov sodержaniya gosydarstvennyx standartov visshogo professionalnogo obrazovaniya, № 2822
2 July 2003 / 7 October 2003	Ministry decisions on launching pilot projects for use of the credit system, No. 3800	Resheniya Ministersnva o provedenii eksperimanta po ispolzovaniju zachetnyh edinic v uchebnom processe, № 3800)
6 April 2004	Government decree, No. 159	Poctanovlenie Pravitelstva, № 159

For national statistics, see the Annexe at the end of the report.

SWEDEN

The Higher Education Act and the Higher Education Ordinance came into force in 1993. An appendix to the Higher Education Ordinance contains the Degree Ordinance laid down by the government.

The current degree structure consists of long course programmes followed by doctoral programmes. A structure based on **three main cycles** also exists in the case of certain programmes. In April 2002, a project group was appointed within the Ministry of Education and Science in order to review issues, such as the degree structure, from an international perspective. The final report was submitted in February 2004 and a government bill introducing a new two-cycle structure will be presented to Parliament in May 2005.

The **doctorate** (*doktorexamen*) is the result of a programme of research training worth 160 Swedish credits (240 ECTS credits), which is the equivalent of four years of full-time study. The dissertation must consist of at least 80 credits (120 ECTS). It is possible to take a shorter programme and receive a *licentiatexamen* (licentiate degree). This degree corresponds to 80 credits (120 ECTS), of which at least 40 (60 ECTS) must be obtained from writing a paper which meets high academic standards. To be admitted to doctoral studies, a student must

have basic qualifications of at least 120 credits (180 ECTS), i.e. three years of study. Applicants must also fulfil any special requirements of the faculty board, and be considered capable of successfully completing the programme. In practice, a Master's degree or an equivalent is often required.

Different forms of preparatory programme exist but are not compulsory. In practice, they may be necessary for continued doctoral studies in the chosen field, depending on the competition between applicants. These preparatory programmes often entail up to one year of study and include some kind of 'rotation' between different research groups.

Doctoral studies in Sweden include taught courses. The scope of these courses varies from subject to subject, but they are usually worth 40-60 credits (60-90 ECTS credits) and in any event no more than 80 credits (120 ECTS).

In March 2004, two official reports were published with proposals for the structure of doctoral studies.

Joint degrees consisting of one degree awarded by two or more universities are not possible, although joint study programmes do take place.

Use of the Swedish credit point system has been mandatory throughout the higher education system since 1969. One credit in the Swedish system is equivalent to 1.5 **ECTS** credits. There is no national application regarding ECTS. However, separate universities and university colleges are using ECTS on their own initiative in their description of single courses. In such cases, ECTS serves as both a transfer and accumulation system.

To improve international 'transparency' and facilitate academic and professional recognition of qualifications, a **Diploma Supplement** in English has been issued with all Swedish higher education qualifications since 1 January 2003. It is mandatory and free of charge.

Since January 2001, **external quality assessment** has been carried out more and more regularly by the National Agency for Higher Education (*Högskoleverket*, or HSV) and covers all subjects and programmes. It was established in 1995 as the highest administrative authority for universities and university colleges. The Agency is independent of the government and higher education institutions.

The National Agency for Higher Education supervises, promotes and assesses the quality of higher education institutions. One of its tasks is to collect and circulate information about

SWEDEN

them. An important function in this context is to carry out quality audits. The Agency also performs national evaluations. A national evaluation relates to subjects in undergraduate and postgraduate education, entire programmes of education or specific aspects of them such as examinations. When a programme is evaluated, performance is assessed at every institution in the country which offers it. The emphasis in quality assurance is on improvement rather than control. All undergraduate and postgraduate programmes are to be evaluated within a period of six years.

The National Agency conducts programmes leading to the award of general and vocational qualifications, and evaluates postgraduate programmes. These evaluations also include appraisal of the right of higher education institutions to award degrees. Institutions that are not generally empowered to do so must apply for the necessary authorisation from the Agency, which then examines the quality of the programmes on offer. Appraisals are based on self-evaluation and a site visit by a panel of external experts, and generally conclude with the publication of a report. The panels of assessors for the evaluation of subjects and programmes always include professionals in the fields concerned and international assessors, usually from the other Nordic

countries. About 60 % of the subject experts come from outside Sweden.

Students also take part in quality assurance and evaluation both formally and practically. Students are selected for quality evaluations in accordance with certain criteria. A list of students satisfying these criteria is forwarded to the Agency by the institution and local student union. At least one undergraduate and one postgraduate student represent the students. The gender aspect is also taken into consideration, together with the stage that students have reached in their education.

The National Agency of Higher Education is also concerned with the legal rights of students and with investigating and evaluating the system of higher education, evaluating foreign education, and supporting the renewal and development of higher education. The Agency also evaluates qualifications awarded on completion of higher education programmes outside Sweden. This evaluation determines the Swedish programme to which the foreign programme corresponds.

The design of quality assurance is based on a consensus between the government and higher education institutions.

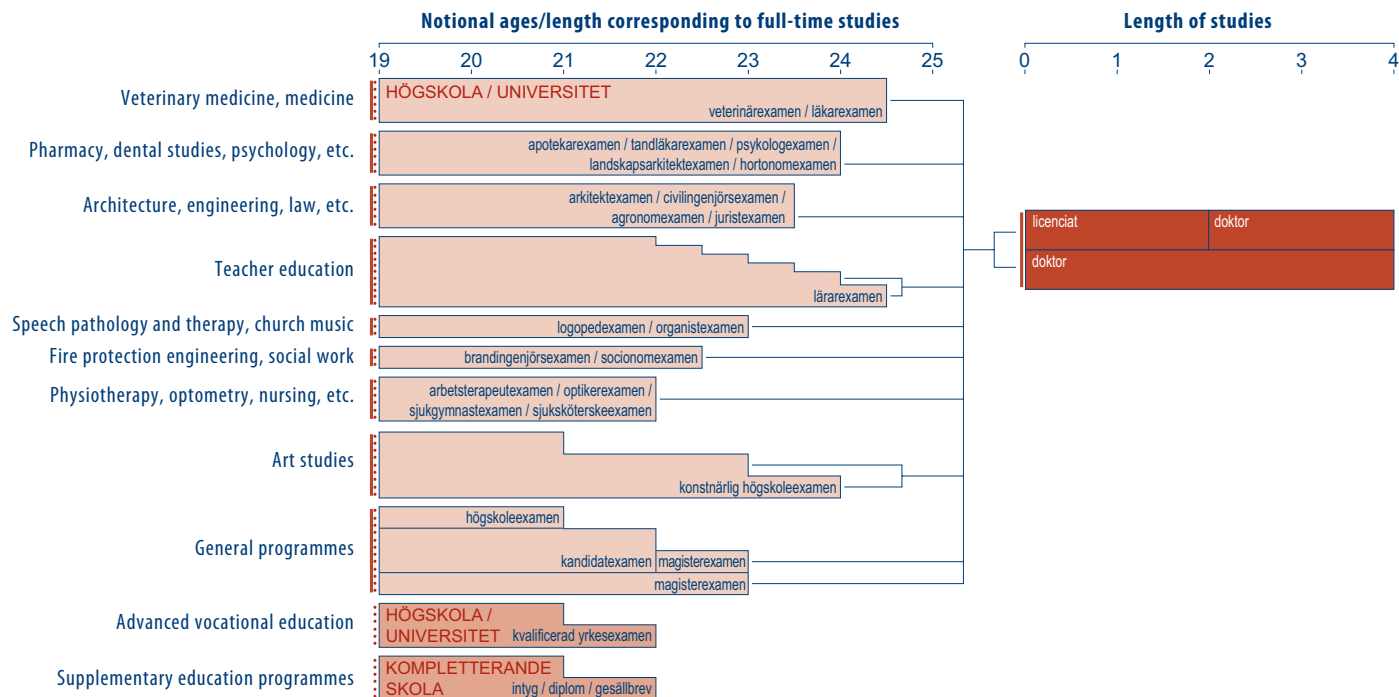
The Agency also performs national evaluations of entire education programmes and subjects. In national evaluations, performance is

assessed at all institutions of higher education which offer a particular programme or subject. Starting in 2001, the Agency will perform recurrent and comprehensive subject and programme evaluations. All programmes of higher education, including postgraduate training, will be evaluated once every six years and the results will be made available to students.

The Agency also assesses an institution's right to establish areas of research and, where applicable, its right to university status, although decisions on such matters are taken by the government.

A fourth type of assessment relates to quality management at institutions of higher education. The Agency examines quality management, i.e. the processes that result in quality at the local level.

The National Agency of Higher Education has participated as a member of the European Association for Quality Assurance in Higher Education (ENQA) since 2000. In addition, a Nordic Network of Quality Assurance Agencies has been co-operating increasingly in quality issues with stakeholders, institutions and students.



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (institutional level)	qualification	Intermediate diploma	-/n/-	Compulsory work experience + its duration	(n- x)	From n year(s) minimum to x year(s) maximum
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places (national/regional level)	qualification	Qualifying degree	*	Qualification + field of specialisation	(Δ)	Variable duration

The professional degrees shown are no more than a selection from around 50 in all. Some advanced, supplementary undergraduate professional degree courses are based on a first professional degree.

The institution known as *kompletterande skolor* includes various private education institutions, depending on the programme concerned. *Intyg/diplom/gesällbrev* are types of certificate. Advanced vocational education may be provided by various other institutions, in addition to the *universitet/högskolor*.

SWEDEN

Legislative and/or official references

Date	Term in English	Term in the national language
17 December 1992	Higher Education Act 1434	Högskolelagen 1992:1434
4 February 1993	Higher Education Ordinance 100	Högskoleförordningen 1993:100
2 March 2004	Further development in Higher Education – The Bologna Process in a Swedish Perspective, Ds 2004:2	Högre utbildning i utveckling – Bolognaprocessen i svensk belysning, Ds 2004:2

For national statistics, see the Annexe at the end of the report.

Website

For further details on evaluation: <http://www.hsv.se>

SLOVENIA

The legal basis for the higher education system is set out in the Constitution, which recognises the right of universities and other higher education institutions to act autonomously within the limits set by the following laws: the 1993 Higher Education Act (and its amendments in 1999, 2001 and 2003), Amendments and Supplements to the Higher Education Act (ASHE), and the 2004 Higher Vocational Education (HVE) Act. The changes introduced by the 2004 legislation will be applicable with effect from the 2005/06 academic year.

In 2002, the National Assembly adopted the Master Plan for Higher Education. Its aim is to introduce measures that will make it easier to comply with the Bologna Declaration criteria (the widespread introduction of ECTS, quality assurance measures and preparation of proposals for legislative changes) and put them into practice.

A degree system based on **two main cycles** has existed in the Slovenian higher education system since the 1960s. Two-year Master's programmes (*Magisterij*) have been introduced by law and are offered by faculties and academies in all disciplines. They build on degrees that require normally four, but in some cases also four and a half, five or six years of study.

The Master's programmes are also regarded as a first step and prerequisite for **doctoral studies**. Indeed, since the 1993 Higher Education Act, it has been possible to study for a doctorate in two ways: by embarking on a four-year course after the first degree including theoretical courses and personal research work, and by completing a two-year Master's course and then two further years of doctoral study. Taught courses are not necessarily part of two-year doctoral studies, which are based on individual research and consultation with mentors.

According to the new higher education legislation (the 2004 ASHE Act), the new structure of higher education in accordance with the proposed Bologna patterns is to be gradually implemented with effect between 2005/06 and 2009/10. A first cycle (equivalent to Bachelor's) will include three to four years of academic or professional studies. It will be possible to continue and obtain a second degree (equivalent to Master's) which will require one additional year (4+1) or two additional years (3+2). In general, all second degrees will provide access to three-year doctoral studies (or the labour market). In a post-reform structure, the Master's qualification will be equivalent to a Master's degree (in Bologna terms). Any second-degree graduate

may be admitted to doctoral study programmes (taught courses). Pre-reform Master's graduates will be recognised as having already obtained 60 credits from doctoral-level studies within the course of their Master's qualification. In addition, the doctoral studies will be open to other candidates under certain conditions. It will be possible to obtain a doctorate as a joint degree at two or more universities. Universities from other European countries and from third countries may be included.

With effect from 2002 (criteria of the Council for Higher Education), application of the credit system based on **ECTS** became obligatory for all programmes. It is used both as a transfer and accumulation system. The 2004 ASHE Act stipulates that ECTS must be applied in all first-, second- and third-cycle programmes, and that ECTS credits must be allocated to all educational components of a study programme and reflect the amount of work done by the student. In November 2004, the Council for Higher Education enforced the Criteria for the implementation of a credit system based on the 2004 ASHE Act.

To improve international transparency and facilitate academic and professional recognition of qualifications, a **Diploma Supplement** has been issued in Slovenia since

SLOVENIA

the 2000/01 academic year. It is issued by all higher education institutions to all students in Slovene, and also in English on request. It is available free of charge in Slovene, and in return for payment in English. The 2004 ASHE Act stipulates that from 2005/06, the Diploma Supplement shall be attached to each first-, second- and third-cycle diploma and issued free of charge in Slovene and in one of the official languages of the European Union. The content details of the Diploma Supplement will be determined by the Minister for Higher Education at the proposal of the Council for Higher Education.

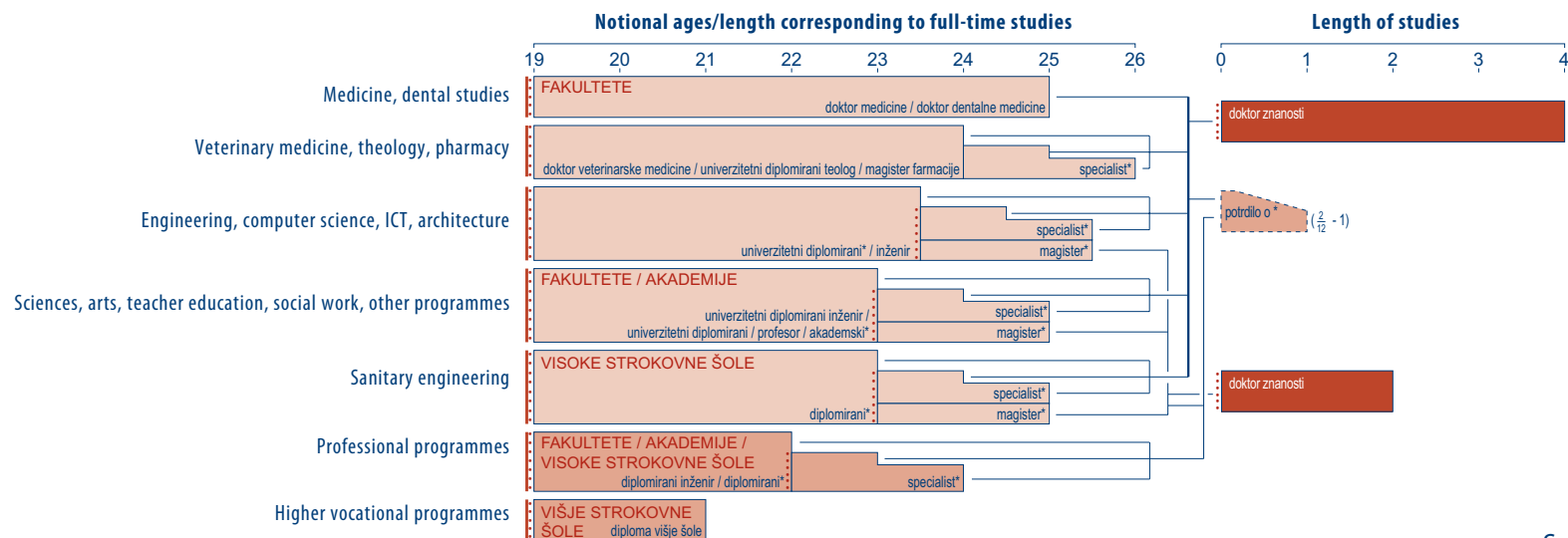
Currently, the **quality assurance** of the teaching process is monitored by higher education institutions themselves and discussed by the Higher Education Quality Assessment Commission (established in 1996), which in 2000 also accepted student representatives as new members. The Commission regularly produces and publishes annual reports. In October 2004, the Commission issued rules on external evaluation criteria.

The procedure for **accrediting** study programmes and institutions is the responsibility of the government and the Council for Higher Education (CHE) of the

Republic of Slovenia (*Svet za visoko šolstvo Republike Slovenije*). According to the new 2004 Higher Education Act, the new Council was appointed in March 2005. Its responsibilities and membership have been redefined. From March 2005, these responsibilities include running the (re-)accreditation process, discussing the findings from **self- and external evaluation** reports, co-operating with councils of experts in the area of education and science and with other agencies, and determining the criteria for credit evaluation of study programmes. The new Council also defines a minimum share of optional courses in these programmes, and determines criteria for transfers between them and for the recognition of prior learning outcomes and other achievements, which are necessary for further studies, etc. The new CHE is composed of a president and fifteen members, including seven university professors and scientists nominated by institutions of higher education, three representatives of industry and non-industrial sectors nominated by the Chambers and Associations of Employers, three representatives of students nominated by the Student Organisation of RS in co-operation with Students' Councils of Universities and other HEIs, and three representatives of the Government.

Technical assistance to the CHE is offered by the public Agency for Higher Education (no longer by the Ministry of Higher Education). The Agency is expected to be established by the end of 2005 as an independent institution. It will have an administrative board, a director and a council for the evaluation of higher education. It will also (among other responsibilities) ensure the operation of a quality assurance system in higher education and higher technical education. Furthermore, it will provide support and follow-up of quality assurance systems, as well as appoint expert panels, and encourage the self-evaluation of higher education institutions and co-operation with institutions or bodies from other countries. Finally, it will be responsible for training evaluators, analysing and publishing self-evaluation and external evaluation reports, providing professional and administrative assistance to the Council for Higher Education, establishing data bases, providing information about higher education for institutions, students, employers and employees, and carrying out other development tasks.

The 2004 ASHE Act also refers to the quality assurance responsibilities of the Council for Evaluation (an independent body of experts from the Agency). It will comprise representatives of higher education institu-



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (institutional level)	qualification	Intermediate diploma	-/n/-	Compulsory work experience + its duration	(n - x)	From n year(s) minimum to x year(s) maximum
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places (national/regional level)	qualification	Qualifying degree	*	Qualification + field of specialisation	(Δ)	Variable duration

SLOVENIA

tions, higher vocational colleges, employers, students and the government of the Republic of Slovenia. It will define the criteria for monitoring, assessment and quality assurance, as well as issue opinions and external evaluation reports.

Higher vocational education is governed by the new Higher Vocational Education Act (HVE Act, 2004), which replaces the former Vocational Education Act (1996). Full implementation of the new Act is expected in the 2005/06 academic year. It now regulates tertiary-level vocational education separately from the upper secondary level, determines the organisation of higher vocational colleges, and places them clearly within tertiary education.

The aim of the reform is partly to ensure international comparability in terms of programme quality, and to introduce the European dimension into programmes and promote lifelong learning. It will also give greater consistency to the educational structure by providing for 120 vertical credits and further education at degree level. Joint study programmes are to be offered by higher vocational colleges from Slovenia with one or more colleges from abroad. Higher vocational colleges issue a diploma, stating the field of education, and will in future also offer a Diploma Supplement in Slovene and in one of the EU languages. The new law plans for the appointment of the accreditation committee (a

body appointed by the Council of Experts for Vocational Education and Training), a procedure for the accreditation of study programmes, and the establishment of quality assessment and assurance committees in each college. It also outlines how these committees should co-operate with the Council for the Evaluation of Higher Education.

The Higher Education Quality Assessment Commission is a member of the CEE Network (Central and Eastern European Network of Quality Assurance Agencies in Higher Education), and also participates in sessions of the European Association for Quality Assurance in Higher Education (ENQA), although it is not yet a member of ENQA.

Legislative and/or official references

Date	Term in English	Term in the national language
17 October 2003	Higher Education Act (Official Gazette RS 67/1993, 39/1995 Odl.US: U-I-22/94-15, 18/1998 Odl.US: U-I-34/98, 35/1998 Odl.US: U-I-243/95-13, 99/1999, 64/2001, 100/2003)	Zakon o visokem šolstvu (Uradni list RS RS 67/1993, 39/1995 Odl.US: U-I-22/94-15, 18/1998 Odl.US: U-I-34/98, 35/1998 Odl.US: U-I-243/95-13, 99/1999, 64/2001, 100/2003)
10 June 2004	Amendments and Supplements to the Higher Education Act (ASHEA), Official Gazette RS, No. 63/2004	Zakon o spremembah in dopolnitvah zakona o visokem šolstvu, Uradni list RS, št. 63/2004
15 July 2004	Higher Vocational Education Act, Official Gazette RS, No. 86/2004	Zakon o višjem strokovnem izobraževanju, Uradni list RS, št. 86/2004

For national statistics, see the Annexe at the end of the report.

SLOVAKIA

The new Higher Education Act adopted in April 2002 and amended in November 2003 regulates arrangements associated with the Bologna process.

The degree structure based on **three main cycles** has been implemented since 1996. The new Act clearly distinguishes between Bachelor's, Master's and doctoral programmes. Bachelor's degrees are generally awarded after three or four years of study, while Master's degree courses may last between 1 and 3 years.

The former long-cycle programmes are gradually being phased out from the 2005/06 academic year onwards and incorporated into Master's courses. The only exception are programmes in Catholic theology, medicine and veterinary medicine which will remain the only fields of study offered in the form of a single long course.

The standard length of full-time **doctoral programmes** varies between 3 and 4 years (the exact standard number of credits recommended by decree is 60 per academic year). Ph.D. study is completed by the defence of a dissertation and leads to the academic degrees of *doktor* (in general fields) or *doktor umenia* (in artistic fields). In the field of Catholic Theology, a *licenciát teológie* degree (completed after two years of study) is required

for access to the one-year programme leading to the *doktor* and *doktor teológie* degrees. Theoretical courses are compulsory and occur in parallel to individual research. Doctorates may be awarded at two or more national or foreign European universities.

Double or joint degrees may also be awarded by universities in non-European countries.

ECTS was first introduced in 1998 in the framework of European mobility programmes. Since 2002, the legislation has included the obligation to implement the credit system on the basis of ECTS (for both transfer and accumulation purposes) and to publish the ECTS information package in all higher education institutions by the 2005/06 academic year at the latest. Information packages have been used since the start of the Erasmus/Socrates programme in the university sector as a tool for facilitating study orientation for incoming/outgoing students and academic staff.

The **Diploma Supplement** was first introduced in the Slovak Technical University at the end of the 2002/03 academic year. It was issued on request and for a fee, in Slovak and in English. According to the current legislation, it is to be fully introduced by all higher education institutions from the 2005/06 academic year

onwards. It will then be issued automatically and free of charge in Slovak to all students. The English version of the Supplement may be issued in return for payment, depending on the costs incurred by HEIs when producing it. When introduced, it will be provided, together with the diploma, at all three levels for a fee determined by each institution. This rule applies to graduates of higher education institutions pursuing study programmes reaccredited in accordance with the new Higher Education Act.

The **external evaluation** of higher education institutions is an integral part of **accreditation**. It has been provided for in legislation since March 2003, and carried out by the Accreditation Commission (*Akreditačná komisia*, or AC). When checking the performance of higher education activity in science, technology and art, the AC uses the findings of internal quality assessment by institutions (included in a report but not published), prepares peer reviews, and then after evaluating activity as a whole, submits proposals to the Ministry of Education. Statements by the AC are the basis for decisions taken by the Ministry (e.g. recognition of the right to award a particular degree to graduates in a given field) and the

SLOVAKIA

government (e.g. state consent to function as a private institution).

The AC, which was established by the government in 1990 as its advisory body, consists of 21 members appointed for a period of 6 years (renewable for one further term).

In the field of external quality assurance, it monitors and independently evaluates the quality of the teaching, research, development, artistic or other creative activities of higher education institutions and contributes to their improvement. It generally assesses conditions under which such activities are carried out at individual institutions and prepares recommendations for enhancing their work. The AC may inform the public about its findings.

The AC carries out accreditation of the individual activities of institutions. It gives its opinion on the capacity of institutions to implement a particular study programme and award the corresponding degree to graduates, as well as to conduct habilitation and professors' nomination procedures, and submit proposals for establishment, merger, affiliation, split, dissolution, etc. The AC also carries out regular complex accreditation of all higher education institutions at six-year intervals.

An addendum to the new Higher Education Act lists the background materials that institutions

should submit to the Accreditation Commission when accrediting their individual activities or when carrying out complex accreditation. Complex accreditation of activities of a higher education institution is a process in which the AC assesses teaching, research, development, artistic or other creative activities of the higher education institution, as well as personnel, technical information and other elements which are part of the context of such activities. It gives a statement on requests by higher education institutions for accreditation of all study programmes and habilitation procedures, as well as procedures for nomination of professors, for which the higher education institution wishes to be granted the appropriate rights. In March 2003, the Ministry also published the evaluation criteria and method for accrediting the individual activities of institutions and for complex accreditation.

In the course of **internal quality** assessment, the scientific boards of higher education institutions regularly evaluate (at least once a year) the standard of the institution in terms of educational activity in the fields of science, technology and art. The results of such an evaluation are included in a report. In accordance with the Higher Education Act, all institutions are responsible for introducing

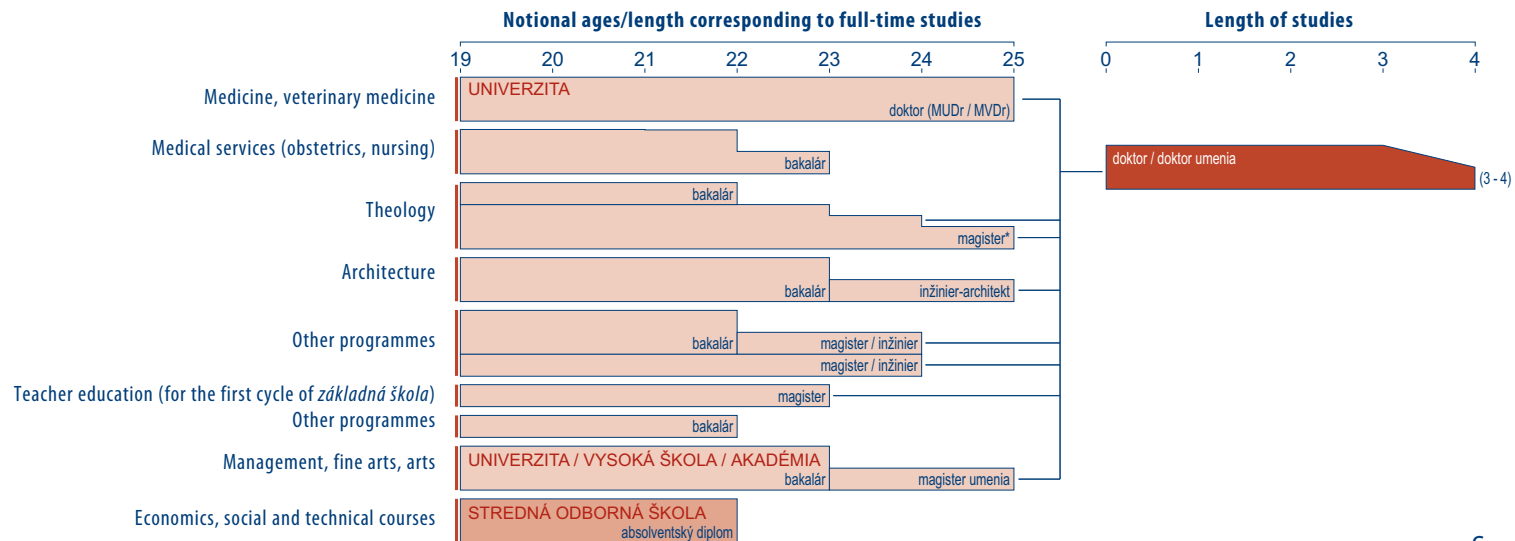
their own quality assurance system. Some universities develop practices based on national and international projects for developing their internal evaluation programmes. At some universities, quality assurance guidelines are also being prepared.

Students are involved in internal evaluation procedures. According to the Higher Education Act, each student has the right to express him/herself about the quality of teaching and teachers by means of anonymous questionnaires, at least once a year.

The Accreditation Commission has been a member of the European Association for Quality Assurance in Higher Education (ENQA) since 1995. It is also a member of the INQAAHE (International Network for Quality Assurance Agencies in Higher Education) and its regional sub-network CEENQAAHE (Central and Eastern Europe Network for Quality Assurance Agencies in Higher Education).

In order to achieve optimal implementation of the Bologna reforms, a project called the National Team of Bologna Promoters (*Národný tím bolonských promótorov*) was prepared in June 2004.

The Ministry of Education, in co-operation with the Slovak Rectors Conference, the Council of Higher Education Institutions and the Socrates



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (institutional level)	qualification	Intermediate diploma	-/n/-	Compulsory work experience + its duration	(n- x)	From n year(s) minimum to x year(s) maximum
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places (national/regional level)	qualification	Qualifying degree	*	Qualification + field of specialisation	(Δ)	Variable duration

MUDr Doktor medicíny | MVDr Doktor veterinárskej medicíny

In the field of catholic theology, the PhD course consists of a first two-year stage, following which graduates receive the *licenciát teológie* degree (ThLic) and a second one-year stage on completion of which they receive the degree of *doktor* (PhD) and also *doktor teológie* (ThDr).

SLOVAKIA

National Agency, selected the national team of seven Bologna Promoters from all regions of Slovakia. The project covers the period from 1 July 2004 to the end of June 2005. A national report as output will be drafted.

Legislative and/or official references

Date	Term in English	Term in the national language
21 February 2002 (implemented on 1 April 2002)	Act No. 131/2002 of the Law Code on Higher Education and on Changes and Supplements to Some Laws	Zákon č.131/2002 Z.z. o vysokých školách a o zmene a doplnení niektorých zákonov
27 September 2002 (implemented on 1 November 2002)	Decree No. 614/2002 of the Law Code of the Ministry of Education of the Slovak Republic on the Credit System of Study	Vyhláška č.614/2002 Z.z. Ministerstva školstva Slovenskej republiky z 27. septembra 2002 o kreditovom systéme štúdia
6 November 2003 (implemented on 1 January 2004)	Act No. 528/2003 of the Law Code whereby is amended the Act No. 131/2002	Zákon č. 528/2003 Z.z. ktorým sa mení a dopĺňa zákon č.131/2002 z.z.

For national statistics, see the Annexe at the end of the report.

TURKEY

The Higher Education Law of October 1981 governs the activities of the entire higher education system in Turkey, including the short cycle of higher vocational schools.

The universities are founded by law, whereas their faculties, institutes and four-year (vocational/professional) higher schools are founded by decision of the parliament. The new two-year vocational higher schools and their departments are established following approval of a university request by the Council of Higher Education (YÖK), which is a constitutional, non-political state body responsible for the organisation, planning, recognition and supervision of all higher education institutions.

Since 1981, the Turkish higher education system has consisted of a structure based on **three main cycles** – Bachelor's, Master's and doctorate. In the fields of medicine, dentistry and veterinary medicine, programmes are based on a one-tier system, equivalent to combined Bachelor's and Master's programmes. The theoretical part of the PhD/Doctorate (*Doktora Diploması*) programmes contains a minimum of seven courses (21 national credits). A recent change in the Regulations on Graduate Education of 1 July 1996 (August 2003), allows Bachelor's

degree holders direct access to doctoral programmes provided that their performance at the Bachelor's level is exceptional and their applications are approved. For these students, the theoretical part of the doctoral programmes consists of a minimum of 14 courses, with a minimum of 42 national credits.

There is no legal obstacle to the establishment and recognition of **joint degrees** and/or joint study programmes. Universities can set up and offer joint degree programmes through international partnerships following approval by the Council of Higher Education (YÖK).

ECTS was first introduced in higher education institutions in 2001 and has been officially implemented in most universities within the context of EU student mobility programmes. There are plans to make it compulsory by the end of the 2005/06 academic year. In Turkey, ECTS is used solely for credit transfer.

In general, all higher education institutions in Turkey also use the independent national credit system which is not fully compatible with ECTS. The existing credit system is based on contact hours (i.e. theoretical or practical hours per week).

The **Diploma Supplement** (DS) was first introduced in higher education institutions in 2001. It is not mandatory yet but will be

compulsory from the 2005/06 academic year onwards. The national DS template has been formed in line with UNESCO-CEPES, European Commission and Council of Europe standards. In the meantime, universities have been required to prepare sample copies of the DS for all degree programmes, including doctorates. Some universities have already completed all the preliminary work required to issue the DS in June 2005. The DS is to be issued to students free of charge on request, in English and in one other widely used European language (German or French).

In October 2002, the regulations on academic assessment and **quality control** in higher education were initiated by the Inter-university Board. The Commission on Academic Assessment and Quality Control in higher education, established by the Inter-university Board, has been in place since the 2003/04 academic year. The regulations involve the evaluation of all higher education degree programmes. At this stage, the emphasis will be placed on **internal evaluation**, except in the case of doctoral degrees, which will be subject to evaluation by an external committee. The Commission examines the reports and submits them to YÖK and the Inter-university Board. While the Turkish higher education system does not yet have a national

TURKEY

accreditation system, programmes are adopted if they meet YÖK criteria. Efforts have been stepped up during the 2004/05 academic year to establish national accreditation and quality assurance.

At present, the system is open to evaluation from abroad – a practice widely adopted by many universities.

Student unions in the Turkish higher education system meet on a regular basis and have a council which is independent of YÖK. For the time being, there is no national-level student representative in Turkey. In 2001, YÖK approved the regulations on university student councils proposed by the Inter-university Board to establish a student council in each higher

education institution. According to these regulations, each class, department or programme, and each faculty or four-year higher (vocational) school must have a student representative. The student council (UOK) at higher education institutions consists of representatives of the faculty and four-year higher (vocational) school. When matters concerning students are on the agenda, the president of the student council and faculty representatives are invited to the senate and board meetings by the rector or deans, though they do not have voting rights.

Students contribute to internal evaluation by completing questionnaires for each course at the end of every semester. The questions

concern the course material and the conduct of teachers. Several universities have adopted this procedure for all their programmes for over 10 years, while others have started to do so in the accreditation of their engineering programmes.

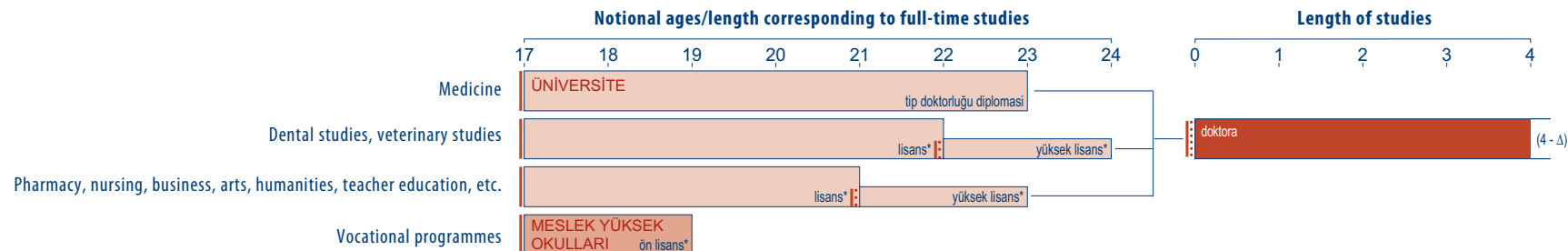
The draft proposal for the national student council is being submitted to the May 2005 meeting of the Inter-University Council (ÜAK) and then to the YÖK.

No bodies responsible for quality assurance have applied for membership of the European Association for Quality Assurance in Higher Education (ENQA).

Legislative and/or official references

Date	Term in English	Term in the national language
4 October 1981 (revisions in subsequent years)	The Higher Education Law No. 2547	2547 sayılı Yüksek Öğretim Kanunu

For national statistics, see the Annexe at the end of the report.



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (institutional level)	<i>qualification</i>	Intermediate diploma	-/n/-	Compulsory work experience + its duration	(n- x)	From n year(s) minimum to x year(s) maximum
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places (national/regional level)	<i>qualification</i>	Qualifying degree	*	Qualification + field of specialisation	(Δ)	Variable duration

UNITED KINGDOM – England, Wales and Northern Ireland

Higher education institutions in England, Wales and Northern Ireland are autonomous bodies established by Royal Charter or legislation, and most are part-funded by government. Many of the changes and reforms in higher education which have taken place over recent years followed from the recommendations of the 1997 Dearing Report (the National Committee of Inquiry into Higher Education). The 2004 Higher Education Act (England, Wales and Northern Ireland) will introduce variable tuition fees from 2006 onwards. A Government decision on university title (England, Wales and Northern Ireland) has changed the basis on which the university title is accorded to an institution, removing the requirement for research degree awarding powers and spread of subject areas. Criteria for taught degree awarding powers have been strengthened to require a more extensive scholarly environment. England, Wales and Northern Ireland have responded in a positive way to the developments arising from the Bologna Process.

The degree structure in England, Wales and Northern Ireland is based on **three main cycles**. The first cycle also includes a wide range of different short-cycle qualifications at different levels. This structure meets the basic Bologna requirement since, for full-time

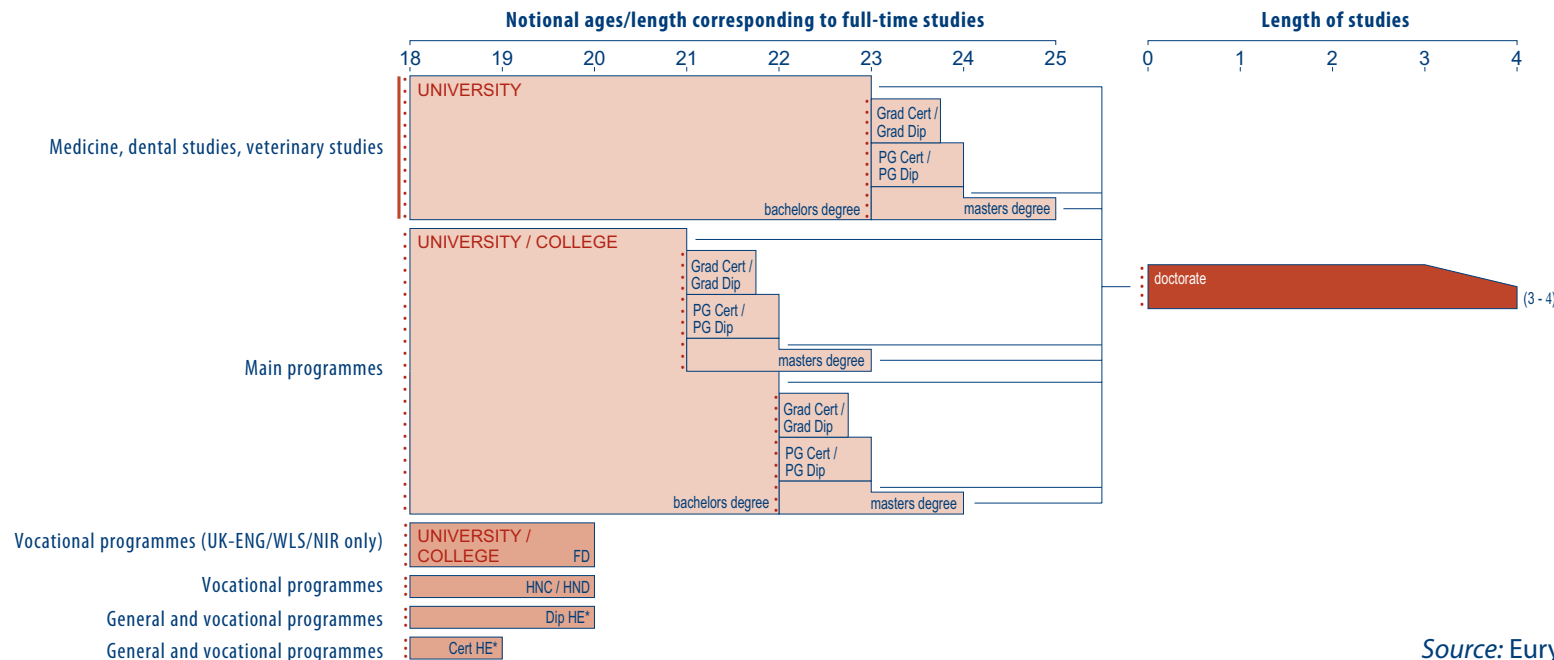
students, the first cycle is generally either three or four years. Although students typically enter **doctoral programmes** following a Master's degree, there are some subject areas where students can enter such programmes without a Master's degree if they have good results in a Bachelor's degree with Honours in a relevant discipline, along with the agreement of the supervisor(s) to take on the particular student. A PhD does not include training for teaching in higher education; this takes place separately where required. Some bodies which fund postgraduate studies require one year's training in research methods (the MRes) before the Doctorate, but this can equally form the first part of doctoral studies, which may also include short courses. There are no legal obstacles to awarding joint or double degrees provided the institution has appropriately formulated its statutes and regulations.

Titles of degrees are not regulated by law but generic descriptors for higher education qualifications, including those at doctoral level and advice on qualification nomenclature, are included in the Framework for Higher Education Qualifications (England, Wales and Northern Ireland) provided by the Quality Assurance Agency (QAA). These descriptors provide guidance on qualification nomenclature to assist institutions in achieving

consistency in the ways in which qualification titles convey information about the level, nature and subjects of study.

Credit accumulation and transfer systems developed by consortia of HEIs have been used widely, but not universally, in England, Wales and Northern Ireland over recent years. One academic year is equated with 120 UK credits or 60 **ECTS** credits, but hours/credit differ from the averages identified in the ECTS Guidelines. Credit in the UK is always based on learning outcomes recognising notional student workload. In Wales, since 2003, all accredited learning has been gradually brought into a single unifying structure referred to as the Credit and Qualifications Framework for Wales (CQFW). The majority of Welsh universities continue to work collaboratively on its implementation, while considering its integration with ECTS. The framework includes a credit accumulation and transfer system and vocational qualifications. While large numbers of universities in England and Northern Ireland also use a credit system and have done so for a number of years, credits do not form part of the English and Northern Irish qualifications framework. This issue will be discussed in 2005.

Since its introduction in 1989, ECTS has been widely used by institutions participating in the



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (institutional level)	<i>qualification</i>	Intermediate diploma	-/n/-	Compulsory work experience + its duration	(n- x) From n year(s) minimum to x year(s) maximum
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places (national/regional level)	<i>qualification</i>	Qualifying degree	*	Qualification + field of specialisation	(Δ) Variable duration

Cert HE	<i>Certificate of Higher Education</i>	Grad Cert	<i>Graduate Certificate</i>	HND	<i>Higher National Diploma</i>
Dip HE	<i>Diploma of Higher Education</i>	Grad Dip	<i>Graduate Diploma</i>	PG Cert	<i>Postgraduate Certificate</i>
FD	<i>Foundation Degree (UK (ENG/WLS/NIR))</i>	HNC	<i>Higher National Certificate</i>	PG Dip	<i>Postgraduate Diploma</i>

The full flexibility of learning paths is not apparent from the above diagram, as opportunities for transferring from one programme to another and the flexibility at the end of undergraduate programmes (ISCED level 5A 1st programmes) are not illustrated.

Programmes are available on a full-time, part-time or flexible basis to students of all ages. In Scotland appropriately qualified students can start at 17. Many different types of programme are available, not all of which can be distinguished in the diagram. In Scotland, courses leading to an ordinary bachelors degree normally last three years, while courses leading to a bachelors degree with honours are typically four years. In the rest of the UK, three-year honours degree courses are more common, but there are also many four-year courses, particularly those which include UK or overseas placements. Masters degrees are awarded after completion of taught courses (lasting typically one calendar year), programmes of research (typically two years), or a mixture of both. Research masters programmes may lead to the degree of MPhil (Master of Philosophy) or MRes (Master of Research). Some masters degrees in science and engineering are integrated into undergraduate programmes lasting a year longer than honours degree programmes. Doctorates normally require a minimum of three years of original research which may include the time spent working towards an MPhil. Some doctorate programmes also include a taught element.

UNITED KINGDOM – England, Wales and Northern Ireland

Socrates-Erasmus programme. Most of them use ECTS for transfer. As institutions increasingly look to acquire the ECTS label, more institutions will be using ECTS for all first- and second-cycle programmes alongside Welsh, Northern Ireland and English credits where they operate.

Following from the Dearing Report, England, Wales and Northern Ireland were committed to the development of a Student Progress File with two elements – the first matching in large part the requirements of the **Diploma Supplement**, the second providing a personal development file. With the encouragement of the Government and the sector-wide Europe Unit based at Universities UK (UUK – a consultative and advisory body which represents university interests and speaks on behalf of all UK universities), higher education institutions are implementing the Diploma Supplement. This is issued free of charge, in English and in Wales there are plans to provide the Diploma Supplement in Welsh as well as in English. Together with the key organisations in the sector, the National Academic Information Centre for the United Kingdom (UK NARIC) as a member of the European ENIC/NARIC network, also supports and promotes the implementation and promotion of the Diploma Supplement in the UK. The development of the

Diploma Supplement has been further enhanced by higher education institution conferences and other events offered in collaboration between the UK Socrates-Erasmus Council, the UK NARIC and the Europe Unit. Progress is expected towards 100% implementation over the next two years.

A comprehensive system for the maintenance of quality and standards in institutions has been established, broadly following the pattern proposed by the Dearing Inquiry in 1997. The current **external quality assurance** processes in England, Wales and Northern Ireland focus on institutional management of quality and standards. They are predicated on higher education institutions having robust internal quality assurance mechanisms capable of providing verifiable information to the public about quality and standards at programme level.

The Quality Assurance Agency (QAA) was established in 1997 to provide an integrated quality assurance service for the UK higher education sector. The Agency is an independent body funded by subscriptions from higher education institutions and through contracts with the four higher education funding councils in the UK. The Agency's role is to safeguard the public interest in sound

standards of higher education qualifications and to encourage continuous improvement in the management of the quality of higher education. It does this by reviewing quality and standards and by publishing external reference points for quality that help higher education institutions to define clear and explicit standards. These external reference points include: the frameworks of higher education qualifications, which include descriptions of different HE qualifications; subject benchmark statements, which describe the characteristics of degrees in different subjects; and a ten-part Code of Practice for Quality Assurance.

QAA reviews and audits are evidence-based processes using materials produced by institutions, including a self-evaluation document. The integrity and consistency of the QAA's review processes, which are peer reviews, is largely dependent on the participation of well-qualified and trained reviewers. The QAA publishes a person specification for reviewers setting out the qualities and experience they should have, and in selecting reviewers tries to maintain an overall balance in respect of aspects including gender, geographical location, subject balance and ethnicity. The Agency does not currently specifically seek nominations for reviewers from outside the UK, but has involved

UNITED KINGDOM – England, Wales and Northern Ireland

international colleagues in the review of some of the elements of the academic infrastructure.

The QAA Board includes a student observer. Students play an active role in the review processes: they make a separate written submission to the audit/review team, and meeting(s) with students are an element in every audit programme. The Agency produces material on quality directly targeted at students, and has a member of staff dedicated to student matters including liaising with the National Union of Students on training in quality assurance for its members.

All QAA review activities result in published reports. These reports include judgments about quality and standards, and are available in hard copy and through the internet on the Agency's website, as are all documents relating to the Agency's standards and processes. The Agency does not have the power to close institutions or programmes or withdraw funding, but should a 'no confidence' judgment be made, the institution would have a period of one year to recover the situation either by improving or closing the provision. Should this not be achieved, then the appropriate Funding Council would take action. One year after an audit report has been

published, institutions are invited to comment on the actions they have taken in respect of recommendations made in the report.

Higher education institutions in England, Wales and Northern Ireland have operated **internal quality** mechanisms for many decades.

There is no system for **accrediting** higher education institutions, but the right to award degrees and use university title is protected by the Government. Institutions without degree-awarding powers may provide courses leading to degrees validated by institutions with degree-awarding powers (mainly universities and university colleges). There are many statutory and regulatory bodies associated with particular professions which accredit higher education programmes and/or individual graduates according to their specific requirements.

The Department for Education and Skills in England is committed to the continued expansion of higher education and moving towards half the population entering higher education by the age of 30. The Welsh Assembly Government has targets to increase the participation of Welsh-domiciled higher education students studying in higher education institutions in Wales. The bulk of the

expansion of higher education provision will come through new types of qualification, in particular, through foundation degrees. These two-year vocational awards are designed specifically to offer opportunities to progress to a Bachelor's degree.

The QAA is a member of the European Association for Quality Assurance in Higher Education (ENQA) and its Chief Executive is one of the Vice Presidents of the Network. The Agency has participated in a number of ENQA projects including the Transnational European Evaluation Projects (TEEP) and the Quality Convergence Study (QCS), and is a member of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE). It also has bilateral links with other agencies throughout Europe and in other parts of the world. The Agency participates actively in OECD and UNESCO higher education activities. The QAA publishes a code of practice on collaborative provision covering transnational provision originating in the UK which is delivered in other countries through partner institutions.

UNITED KINGDOM – England, Wales and Northern Ireland

Legislative and/or official references

Date	Term
1997	Dearing Report. National Committee of Inquiry into Higher Education. <i>Higher Education in the Learning Society</i> .
2004	Higher Education Act 2004

For national statistics, see the Annexe at the end of the report.

Websites

HEFCE: <http://www.hefce.ac.uk/>

UK NARIC Diploma Supplement pages: <http://www.naric.org.uk/ds.asp>

Quality Assurance Agency for Higher Education (QAA): <http://www.qaa.ac.uk>

Higher Education Funding Council for Wales (HEFCW): <http://www.elwa.org.uk/elwaweb/elwa.aspx?pageid=458>

Department for Employment and Learning, Higher Education Branch: <http://www.delni.gov.uk/index.cfm/area/information/page/HigherEducation>

Universities UK: <http://www.universitiesuk.ac.uk/>

Europe Unit: <http://www.europeunit.ac.uk/home/>

Arrangements linked to the Bologna process are mainly regulated by the Scottish Higher Education Framework adopted in 2001 and completed in 2003, and the Scottish Credit and Qualifications Framework (SCQF) adopted in 2001. Developments related to the Bologna Process are monitored through the Scottish Bologna Stakeholder Group. This group includes members of the Scottish Executive (the devolved government for Scotland), representatives from Universities Scotland, the Quality Assurance Agency (QAA Scotland), the National Union of Students Scotland (NUS Scotland) and the Scottish Higher Education Funding Council (SHEFC).

The existing degree structure is traditionally based on **three main cycles**. The traditional Honours degree takes four years to complete (480 national credits or 240 ECTS), and most postgraduate Master's courses can be completed in one calendar year (180 national credits with no current ECTS equivalent). There are some exceptions to these general arrangements in the case of professional qualifications, and where flexible patterns of study are created to support lifelong learning policy objectives.

The requirements for achieving a **doctorate** vary by subject area, institution and type of

doctorate. In all cases, the candidate must provide evidence that he or she has made an original and significant contribution to knowledge. The structure of doctorate programmes is similar to that in place elsewhere in the UK. It comprises four kinds of doctorates: the traditional research-based doctoral degrees (PhD or DPhil), the doctorates with a substantial taught core (now available in some vocational areas including engineering, business and education), the professional doctorates (available for people who wish to research their professional practice), and the doctorates by publication (awarded on the basis of the submission of high-quality previously published work written by the candidate, supported by a substantial critical appraisal of this work). Part-time study is common, and therefore the duration varies from between 4 and 6 years.

There is no single model for joint or double degree programmes. Arrangements are negotiated on an individual basis between partner institutions.

All Higher Education Institutions (HEIs) and programmes use the Scottish Credit and Qualifications Framework (SCQF) which defines programmes and courses in terms of credit points and credit levels. SCQF has been

compatible with **ECTS** (2 SCQF are equivalent to 1 ECTS) since 2001. ECTS is commonly used for credit transfers and SCQF is used for accumulation, given that the Framework contains levels whereas as ECTS does not. Qualifications are defined in relation to SCQF in terms of qualification descriptors, credit points and credit levels.

The **Diploma Supplement** has not been implemented yet, but HEIs expect to do so by the end of June 2005. The Diploma Supplement will be available free of charge and will be published in English. It will include a national description of the Scottish higher education system developed by QAA Scotland and the Scottish higher education sector.

External evaluation is conducted by QAA, a UK-wide body with a separate office in Scotland. This independent body was established in 1992 to ensure public confidence in the quality and standards of higher education and to encourage continuous improvement in the management of its quality. In addition to QAA, the Scottish Higher Education Funding Council (SHEFC) established in 1992 has statutory responsibility for assessing the quality of provision within publicly funded institutions. SHEFC discharges

UNITED KINGDOM – Scotland

the responsibility through QAA Scotland and the ELIR review process.

QAA Scotland has developed its own distinctive approach to quality assurance and enhancement in partnership with SHEFC and the Scottish higher education sector. This approach is known as the Quality Enhancement Framework. It operates according to the following main elements:

- HEIs conduct internal reviews at subject level.
- QAA runs a cycle of four yearly external institutional reviews conducted by peers, based on a combination of self-assessment and visits.
- NUS Scotland (the student representative body) manages a national development service financed by SHEFC to support student engagement and participation in quality enhancement within their own institutions.
- All HEIs publish information on the quality and standards of their provision in accordance with guidance issued by SHEFC, and make this available to the public on the

Higher Education and Research Opportunities website.

QAA facilitates a series of sector-wide 'Enhancement Themes'. These are designed to enable the sector as a whole to undertake collective work to enhance the quality and standards of provision.

The focus is on reviewing an institution's ability to assure its own quality. Newly designated institutions, or institutions that appear to be failing, will undergo a more rigorous external review at programme level until there is confidence in their internal systems. HEIs take account of the QAA's national code of practice for quality assurance and national subject-level 'benchmark statements' when designing their internal processes.

HEIs conduct **internal evaluation** at subject level in accordance with guidance issued by SHEFC. HEIs are independent and self-governing bodies. Degrees and other higher education qualifications are legally owned by the awarding institution, and not by the state. HEIs determine the degrees they offer while Government holds a list of institutions with powers to award degrees, as well as other recognised institutions. HEIs have to meet strict criteria before they are given degree-awarding

powers. Qualification standards and the quality of the student learning experience are maintained by a range of processes including the extensive use of external examiners.

Quality assurance arrangements for higher education place particular emphasis on student participation in review processes. Student representatives have had full involvement in the design of processes which focus on the student learning experience.

In addition to the above arrangements, many Further Education Colleges provide short courses at higher education level whose quality is ensured by Her Majesty's Inspectorate of Education (HMIE). Their standards are also monitored by the Scottish Qualifications Authority. A small number of colleges also offer degree provision which is accredited by the partner higher education institution.

QAA is a member of the European Association for Quality Assurance in Higher Education (ENQA).

Legislative and/or official references

Date	Term
1966	Acts on Universities
1992	Acts on Higher Education Institutions
2001 and 2003	Scottish Higher Education Framework
2001	Scottish Credit and Qualifications Framework
September 2004	Code of practice for the assurance of academic quality and standards in higher education (regulations underpinning doctoral level study)

For national statistics, see the Annexe at the end of the report.

Websites

Relevant legislative documents can be accessed at: <http://www.hms0.gov.uk/acts.htm>

Website of the Scottish Higher Education Funding Council (SHEFC): <http://www.shefc.ac.uk>

Website of the Quality Assurance Agency for Higher Education (QAA): <http://www.qaa.ac.uk>

Website for Scottish Credit and Qualifications Framework: <http://www.scqf.org.uk>

Website for Universities Scotland (US): <http://www.universities-scotland.ac.uk>

Further detail on the national student development service in quality assurance can be obtained at: <http://www.sparqs.org.uk>

HOLY SEE

A course structure based on **three main cycles** was introduced for all programmes by the legislative document 'Apostolic Constitution *Sapientia christiana*' (*Constitutio Apostolica Sapientia christiana*) already in 1979. This structure therefore existed prior to the Bologna Process. Since then, students fulfilling the necessary higher education admission requirements have been able to enrol. The academic degrees conferred are: *Baccalaureate* (after the first cycle), *Licentiate* (after the second cycle) and *Doctorate* (after the third cycle). Academic degrees can be given different names by the individual faculties, depending on the university practice in the local area, yet they clearly indicate the equivalence these have with the names of the academic degrees of each cycle and maintain uniformity among the ecclesiastical faculties of the same area. Special qualifications can be added to the names of these degrees according to the diversity of faculties and the order of studies in the individual faculties.

The length of time adopted for courses generally corresponds to 3+2+3 years. Apart from the norms common to all faculties, those of Sacred Theology, Canon Law and Philosophy have to follow the special norms established in the Apostolic Constitution *Sapientia christiana* because of their particular nature and importance for the Holy See. The periods of study for

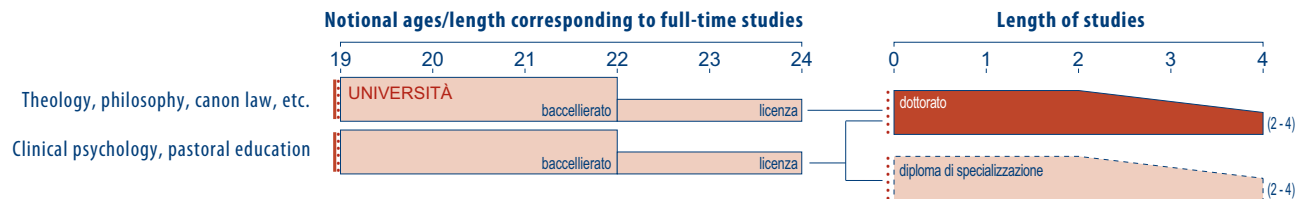
Sacred Theology are 5+2+at least 1, and for Canon Law are (at least 1)+3+at least 1. Legislative steps have been initiated for the adaptation of the first cycle from two to at least three years for Philosophy.

The fundamental law for higher education, *Sapientia christiana*, provides for **third-cycle studies** in the following terms. The third cycle leads to scientific maturity, notably through a written work which makes a true contribution to the advancement of science. This doctoral dissertation is written under the direction of a professor, and is publicly defended and approved by the university; at least the main part must be published. After the third cycle, the academic degree of doctorate is conferred. Nobody can be admitted to the doctorate unless first having obtained the licentiate. The doctorate is the academic degree which enables one to teach in a faculty and is therefore required for this purpose. The study curriculum for the Faculty of Sacred Theology in the third cycle, lasting a suitable period of time, brings scientific training to completion, notably through the writing of a doctoral dissertation. The study curriculum for the Faculty of Canon Law in the third cycle, lasting at least two semesters or one year, completes the canon law training necessary for scholarly research in view of preparing a doctoral dissertation. The study curriculum for the Faculty of

Philosophy in the third cycle, lasting a suitable period of time, promotes philosophical maturity, also by means of a doctoral dissertation. While focusing on individual research, doctoral programmes may be accompanied by optional theoretical courses taken both beforehand and in parallel to research.

A decision to adopt **ECTS** was taken along with that to become a member of the Bologna Process. The system has been legally established since 2004 and is being gradually implemented. The Holy See as a cross-border provider of higher education gave way to the introduction of the system by academic institutions by means of a letter of advice. Best experience of other national systems is taken into account. These single applications are to serve as pilot projects for future common legislative norms on ECTS. At this point in time, ECTS is established for credit transfer. The aspect of credit accumulation is under debate.

The decision to adopt the **Diploma Supplement** was taken in 2004 upon joining the Bologna Process. It was legally authorised and is applicable to all academic institutions and all programmes. It should be issued on request free of charge in both English and the national language of the area in which the academic institution operates.



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (institutional level)	<i>qualification</i>	Intermediate diploma	-/n/-	Compulsory work experience + its duration	(n- x)	From n year(s) minimum to x year(s) maximum
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure/limitation of places (national/regional level)	<i>qualification</i>	Qualifying degree	*	Qualification + field of specialisation	(Δ)	Variable duration

HOLY SEE

The national agency responsible for **external quality assurance** (evaluations) in higher education is the Congregation for Catholic Education (*Congregatio de Institutione Catholica*). This governmental body exercises its responsibility on a comprehensive level according to the Apostolic Constitution *Sapientia christiana* (articles 5 and 10), as well as the Apostolic Constitution *Pastor Bonus* of 1988 (article 116). According to the Apostolic Constitution, the Congregation works together with subordinate higher authorities such as national boards and local representatives and stakeholders. Prior to their initial approval and establishment by the Congregation for Catholic Education, the academic institutions undergo thorough screening according to the standards set forth in the fundamental legislation of the Apostolic Constitution on universities and faculties (articles 60 and 61). After the initial

foundation, the status of an institution is evaluated every three years by means of a detailed report drafted by local Church authority. The key criteria which the report must address are: academic and scientific activity (authorities, professors, teachers and their scientific publications, academic officers, main events such as congresses and symposia, publications, celebrations), teaching activity, students, didactic means and structures, economic situation, affiliated bodies or institutions, general conditions, and major issues for the future. Affiliated (and analogously aggregated and incorporated) institutions provide annual detailed reports to the affiliating faculties according to precise public norms. The duties of the affiliating faculty under the vigilance of the affiliated institutions concern teaching and other staff, curricula, students, exams and facilities (especially the

libraries). After a period usually lasting five years, the approval of the mutual convention on affiliation (aggregation, incorporation) between the affiliating faculty and the affiliated institute, is subject to re-examination.

Internal quality assurance mechanisms are stimulated by the triennial report to the Congregation for Catholic Education based on a detailed questionnaire.

The proposal to establish a separate body responsible for **quality assurance** is being discussed along with other relevant issues, such as a quality assurance network, the participation of students and international experts, and the follow-up of evaluations.

The Congregation is eligible to become a member of the European Association for Quality Assurance in Higher Education (ENQA).

Legislative and/or official references

Date	Term in English	Term in the national language
1979	Apostolic Constitution 'Sapientia christiana'	Constitutio Apostolica 'Sapientia christiana'
1983	Code of Canon Law	Codex Iuris Canonici
1988	Apostolic Constitution 'Pastor Bonus'	Constitutio Apostolica 'Pastor Bonus'

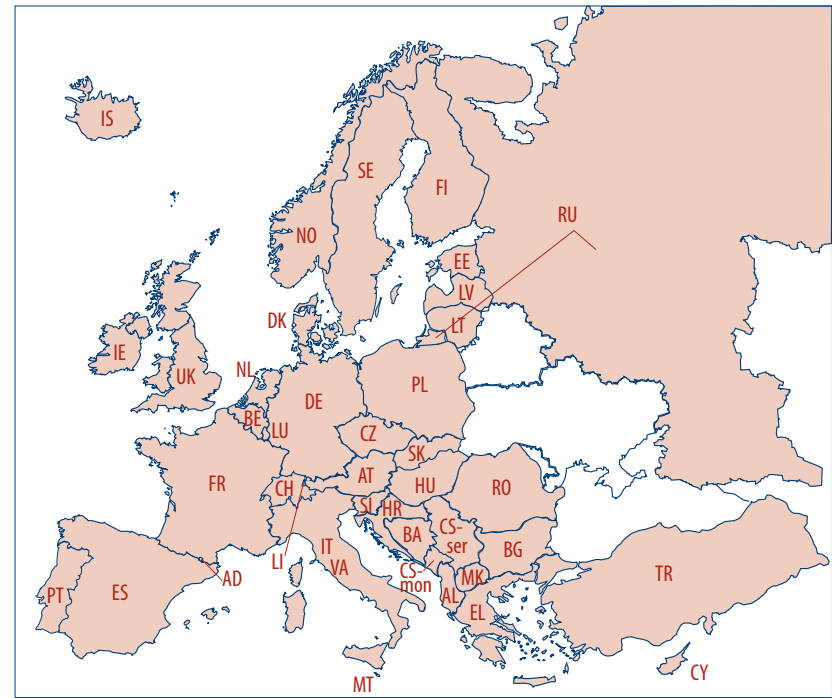
For national statistics, see the Annexe at the end of the report.

GLOSSARY

Country codes

AD	Andorra	HR	Croatia
AL	Albania	HU	Hungary
AT	Austria	IE	Ireland
BA	Bosnia and Herzegovina	IS	Iceland
BE de	Belgium – German-speaking Community	IT	Italy
BE fr	Belgium – French Community	LI	Liechtenstein
BE nl	Belgium – Flemish Community	LT	Lithuania
BG	Bulgaria	LU	Luxembourg
CH	Switzerland	LV	Latvia
CS-mon	Serbia and Montenegro – Montenegro	MK	Former Yugoslav Republic of Macedonia
CS-ser	Serbia and Montenegro – Serbia	MT	Malta
CY	Cyprus	NL	Netherlands
CZ	Czech Republic	NO	Norway
DE	Germany	PL	Poland
DK	Denmark	PT	Portugal
EE	Estonia	RO	Romania
EL	Greece	RU	Russia
ES	Spain	SE	Sweden
FI	Finland	SI	Slovenia
FR	France	SK	Slovakia

TR	Turkey	UK-NIR	United Kingdom – Northern Ireland
UK-ENG	United Kingdom – England	UK-SCT	United Kingdom – Scotland
UK-WLS	United Kingdom – Wales	VA	Holy See



Classification used: International Standard Classification of Education (ISCED 1997)

The international standard classification of education (ISCED) is an instrument suitable for compiling statistics on education internationally. It covers two cross-classification variables, namely levels and fields of education with the complementary dimensions of general/vocational/pre-vocational orientation and educational/ employment market destination. The current version, ISCED 97 ⁽¹⁾ distinguishes seven levels of education: ISCED 0, pre-primary education; ISCED 1, primary education; ISCED 2, lower secondary education; ISCED 3, upper secondary education; ISCED 4, post-secondary non-tertiary education; ISCED 5, tertiary education (first stage); ISCED 6, tertiary education (second stage).

ISCED 97 levels covered by the publication

ISCED 5: Tertiary education (first stage)

Entry to these programmes normally requires the successful completion of ISCED levels 3 or 4. ISCED level 5 includes tertiary programmes with an academic orientation (type A) which are largely theoretically based, and tertiary programmes with an occupational orientation (type B) which are typically shorter than type A programmes and geared for entry to the employment market.

ISCED 6: Tertiary education (second stage)

This level relates solely to tertiary studies leading to an advanced research qualification (Ph.D. or doctorate).

Terminology and other definitions

Diploma Supplement

The European Commission, the Council of Europe and UNESCO/CEPES developed the Diploma Supplement in order to improve international transparency and facilitate academic and professional recognition of qualifications (diplomas, degrees, certificates, etc.). The Supplement – attached to a higher education diploma – describes in widely spoken European language the nature, level, context, content and status of the studies that were pursued and successfully completed. The Diploma Supplement provides additional information on the national higher education system, in order to fit the qualification into the relevant educational context.

European Credit Transfer and Accumulation System (ECTS)

ECTS is a student-centred system based on the student workload required to achieve the objectives of a programme – objectives increasingly specified in terms of learning outcomes and competencies to be acquired. ECTS was established initially for credit transfer. The system facilitated the recognition of periods of study abroad and thus enhanced the quality and scale of student mobility in Europe. Recently ECTS has been developing into an accumulation system to be implemented in all programmes at institutional, regional, national and

⁽¹⁾ <http://unesco.org/en/pub/pub0.htm>

European levels. It can be used across a variety of programmes and modes of delivery. The key features of ECTS are:

- The convention that 60 credits measure the workload of a full-time student during one academic year. The student workload of a full-time study programme in Europe amounts in most cases to 36/40 weeks a year and, in such cases one credit corresponds to 24-30 working hours. Workload refers to the notional time in which an average learner might expect to complete the required learning outcomes.
- The link with learning outcomes, which are sets of competencies expressing what the student will know, understand or be able to do on completion of a process of learning, regardless of its length. Credits in ECTS can only be obtained on completion of the work required and appropriate assessment of the learning outcomes achieved.
- The allocation of ECTS credits is based on the official length of a study programme cycle. The total workload necessary to obtain a first-cycle degree lasting officially three or four years is expressed as 180 or 240 credits.
- Student workload in ECTS includes the time spent in attending lectures and seminars, carrying out independent study, and preparing and taking examinations, etc.
- Credits are allocated to all educational components of a study programme (such as modules, courses, placements, dissertation work, etc.) and reflect the quantity of work each component requires in relation to the total quantity of work necessary to complete a full year of study in the programme concerned.

Credit systems which are not based on student workload (but on contact hours for example) are not compatible with ECTS.

European Association for Quality Assurance in Higher Education (ENQA)

A European network created in 1998 to circulate information, experience, good practice and new developments in the field of quality assessment and assurance in higher education among interested parties, including public authorities, higher education institutions and quality assurance agencies.

Final qualification

Qualification obtained on completion of a full course (with or without a final examination) which provides access to the employment market.

Intermediate qualification

Formal proof of satisfactory completion of the first 'cycle' of a full course, which is necessary to embark on the second cycle of that course. It is itself therefore neither a final qualification, nor meant to provide access to the employment market.

Selection procedure

Any procedure or requirement over and above the possession of an upper secondary school leaving qualification, which is intended to limit the number of enrolments in higher education (e.g. an entrance examination, competitive examination, a *numerus clausus* or other type of selection arrangement). Applicants may be selected at national, regional or institutional level.

National abbreviations with terms in their language of origin		
AEA	<i>Attestation d'Études Approfondies</i>	FR
AK	<i>Akademineiveau</i>	DK
AHU	<i>Année Hospitalo-Universitaire</i>	FR
Architecte DPLG	<i>Architecte Diplômé Par Le Gouvernement</i>	FR
BA	<i>BA-gráđa/Bachelor of Arts</i>	IS
B.A.	<i>Bachelor of Arts</i>	DK
BA	<i>Berufsakademie</i>	DE
B.A.	<i>Diploma akademskih osnovnih studija</i>	CS-mon
B.Appl.	<i>Diploma primijenjenih osnovnih studija</i>	CS-mon
BBA	<i>Bachelor of Business Administration</i>	LI
Bc.	<i>Bakalář</i>	CZ
BcA.	<i>Bakalář umění</i>	CZ
BEd	<i>BEd-gráđa/Bachelor of Education</i>	IS
BFA	<i>BFA-gráđa/Bachelor of Fine Arts</i>	IS
BMus	<i>BMus-gráđa/Bachelor of Music</i>	IS
BS	<i>BS-gráđa/Bachelor of Science</i>	IS
BSc	<i>Bachelor of Science</i>	DK, LI
B.Sci.	<i>Diploma akademskih osnovnih studija</i>	CS-mon
BScBIS	<i>Bachelor of Science in Business Information Systems</i>	LI
B.Sci.med.	<i>Diplomirani ljekar - Diploma akademskih osnovnih studija</i>	CS-mon
BTS	<i>Brevet de Technicien Supérieur</i>	FR
Cand.	<i>Candidatus</i>	DK
Cand. juris	<i>Candidatus juris</i>	IS
Cand. med.	<i>Candidatus medicinae</i>	DK, IS

National abbreviations with terms in their language of origin		
Cand. med. vet.	<i>Candidatus medicinae veterinariae</i>	DK
Cand. obst	<i>Candidatus obstetriciorum</i>	IS
Cand. odont	<i>Candidatus odontologiae</i>	IS
Cand. oecon	<i>Candidatus oecon</i>	IS
Cand. pharm.	<i>Candidatus pharmaciae</i>	IS
Cand. psych.	<i>Candidatus psychologiae</i>	IS
Cand. theol.	<i>Candidatus theologiae</i>	IS
CEAA	<i>Certificat d'Études Approfondies en Architecture</i>	FR
Cert HE	<i>Certificate of Higher Education</i>	UK
CNE	<i>Commission nationale d'évaluation</i>	FR
CPGE	<i>Classes Préparatoires aux Grandes Écoles</i>	FR
CVU	<i>Center for Videregående Uddannelse</i>	DK
DDF	<i>Den Danske Filmskole</i>	DK
DE	<i>Diplôme d'État</i>	FR
DEA	<i>Diplôme d'Études Approfondies</i>	FR, CH
DES	<i>Diplôme d'Études Spécialisées</i>	FR
DESS	<i>Diplôme d'Études Supérieures Spécialisées</i>	BE fr, FR, CH
DEUG	<i>Diplôme d'Études Universitaires Générales</i>	FR
DF2CEM	<i>Diplôme de fin de deuxième cycle des études médicales</i>	FR
Dip HE	<i>Diploma of Higher Education</i>	UK
Dipl.	<i>Diploma</i>	HR
Dipl. Ing.	<i>Diplomirani inženjer</i>	HR
Dipl. Spec.	<i>Diploma specijalistickih studija</i>	CS-mon
Dipl. Spec. A	<i>Diploma specijalistickih studija</i>	CS-mon
Dipl. Spec. Sci	<i>Diploma specijalistickih studija</i>	CS-mon

**National abbreviations with terms
in their language of origin**

DiS.	<i>Diplomovaný specialista</i>	CZ
DNTS	<i>Diplôme National de Technologie Spécialisée</i>	FR
DPA	<i>Diploma Professional Avançat</i>	AD
Dr.	<i>Doctor</i>	DK
Dr. odont	<i>Doctor odontologiae</i>	IS
Dr. phil.	<i>Doctor philosophiae</i>	IS
Dr.sc	<i>Doctor scientiarum</i>	HR
Dr. Sci.	<i>Doktor Nauka</i>	CS-mon
DU-ig	<i>Diploma Universitari en informàtica i gestió</i>	AD
DUT	<i>Diplôme Universitaire de Technologie</i>	FR
FD	<i>Foundation Degree</i>	UK-ENG/WLS/NIR
FH	<i>Fachhochschule</i>	DE, AT
GRAD. CERT.	<i>Graduate Certificate</i>	UK
GRAD. DIP.	<i>Graduate Diploma</i>	UK
HNC	<i>Higher National Certificate</i>	UK
HND	<i>Higher National Diploma</i>	UK
IAP	<i>Internationale Akademie of Philosophie</i>	LI
Ing.	<i>Inzenjer</i>	HR
Ing.	<i>Inženýr</i>	CZ
Ing. arch.	<i>Inženýr architect</i>	CZ
IUT	<i>Institut Universitaire de Technologie</i>	FR
JUDr.	<i>Doktor práv</i>	CZ
LLM	<i>Master of Laws</i>	IS
MA	<i>Master of Arts/Magister artium</i>	IS
M.A.	<i>Magistar umjetnosti</i>	CS-mon

**National abbreviations with terms
in their language of origin**

Mag. juris	<i>Magister juris</i>	IS
MAS	<i>Master of Advanced Studies</i>	CH
MBA	<i>Master of Business Administration</i>	IS, LI, HR
MEd	<i>Master of Education</i>	IS
MgA.	<i>Magistr umění</i>	CZ
Mgr.	<i>Magistr</i>	CZ
Mgr inż.	<i>Magister inżynier</i>	PL
Mgr inż. architekt	<i>Magister inżynier architekt</i>	PL
Mgr pielęgn.	<i>Magister pielęgniarstwa</i>	PL
Mgr położnictwa	<i>Magister położnictwa</i>	PL
M.L.	<i>Master of Law</i>	IS
MLIS	<i>Master of Library and Information Science</i>	IS
MPA	<i>Master of Public Administration</i>	IS
MPaed.	<i>Magister Paedagogiae</i>	IS
Mr.	<i>Magister</i>	HR
Mr.sc	<i>Magister scientiarum</i>	HR
MS	<i>Master of Science/Magister Scientiarum</i>	IS
MSA	<i>Master specialise artistique</i>	BE fr
MSc	<i>Master of Science</i>	LI
M. Sci.	<i>Magistar nauka</i>	CS-mon
MSW	<i>Master of Social Works</i>	IS
MUDr.	<i>Doktor medicíny</i>	CZ, SK
MVDr	<i>Doktor veterinárskej medicíny</i>	SK
MVDr.	<i>Doktor veterinární medicíny</i>	CZ
P.G. CERT.	<i>Postgraduate Certificate</i>	IE, UK

National abbreviations with terms in their language of origin

P.G. DIP.	<i>Postgraduate Diploma</i>	IE, UK, MT
PGCE	<i>Postgraduate Certificate of Education</i>	MT
Ph.D.	<i>Philosophiae Doctor/Doktor philosophiae</i>	CZ, DK, MT, AT, IS, NO
PharmDr.	<i>Doktor farmacie</i>	CZ
PhDr.	<i>Doktor filosofie</i>	CZ
Pk	<i>Profesinė kvalifikacija</i>	LT
Prof.	<i>Professor</i>	HR
RNDr.	<i>Doktor přírodních věd</i>	CZ
SSIS	<i>Scuola di Specializzazione per l'Insegnamento Secondario</i>	IT
STS	<i>Statens Teaterskole</i>	DK
STS	<i>Section de Techniciens Supérieurs</i>	FR
TEI	<i>Technologigo Ekpaideftiko Idryma</i>	EL
Th.D./ ThDr.	<i>Doktor teologie</i>	CZ
ThLic.	<i>Licenciát teologie</i>	CZ
UfH	<i>Universität für Humanwissenschaften</i>	LI

International abbreviations

ECTS	European Credit Transfer System
EHEA	European Higher Education Area
ENIC	European Network of Information Centres
ENQA	European Association for Quality Assurance in Higher Education
EUA	European University Association
ISCED	International Standard Classification for Education
NARIC	National Academic Recognition Information Centres

ANNEXE — NATIONAL STATISTICS

Number and percentage of institutions and students concerned, 2003/04 or 2004/05

AD	Institutions	Students
A	Not implemented	Not implemented
B	Not implemented	Not implemented
C	All programmes of the University of Andorra	All students
D	All programmes of the University of Andorra	All students
E	Not implemented	Not implemented

AL	Institutions	Students
A	(:)	(:)
B	7 out of 10 institutions	535 students
C	University of Tirana	12 190 students or 33 %
D	(:)	(:)
E	<ul style="list-style-type: none"> • During evaluation from 2001 to 2003, 5 programmes at 4 universities. • During the 2004 evaluation and accreditation at all of the nursery branches across 6 universities was carried out. • In October 2004, quality evaluation got under way in all teaching faculties. At present, the external evaluation stage is occurring at lower levels and in pre-school teacher training faculties. 	About 4 000 students or 11 %

LEGEND	
A	Adoption of the model based essentially on two cycles
B	Inclusion of doctoral studies as a third cycle
C	Adoption of ECTS
D	Adoption of the Diploma Supplement
E	Quality Assurance/Evaluation

AT	Institutions	Students
A	Universities: about 25 % of study programmes on average. 3 universities offer more than 50 % of their study programmes following the new structure; 3 very specialised universities do not offer any study programme following the new structure; 7 universities have an implementation rate above the average (25 %) <i>Fachhochschulen</i> : 6 Bachelor study programmes (or 4.3 %)	Universities: 24 407 (10.7 %) <i>Fachhochschulen</i> : 577 (2.8 %)
B	Universities: 14 % of study programmes (none of them is a PhD programme in the sense of the University Act 2002, which foresees PhD programmes with a work load of at least 240 credits).	15 858 (6.0 %)
C	Universities: all <i>Fachhochschulen</i> : all	Universities: 196 397 (100 %) <i>Fachhochschulen</i> : 20 591 (100 %)
D	Universities: 10 of 21 (47.61 %) <i>Fachhochschulen</i> : all	Universities: about 9 000 graduates (study year 2002/03) <i>Fachhochschulen</i> : 2 658 graduates (study year 2002/03)
E	Universities: no data available <i>Fachhochschulen</i> : <ul style="list-style-type: none"> evaluation of programmes: 11 of 142 (7,7 %) evaluation of institutions: 3 of 19 (15.7 %) 	Universities: no data available <i>Fachhochschulen</i> : about 4 000 students (19 %)

BA	Institutions	Students
A	2 public institutions (25 %)	University of Tuzla: 8 000 (12 %) University of Mostar: 6 000 (11 %)
B	(:)	(:)
C	2 public institutions (25 %)	(:)
D	2 public institutions (25 %)	(:)
E	(:)	(:)

Note: The two institutions concerned are University of Tuzla and University of Mostar. The dates are not available at the moment as there is a discrepancy between what has been provided for by the statute of the university and what has been achieved in reality.

BE fr	Institutions	Students
A	First year of study: all institutions (except those offering short courses) and all programmes	All first-year students
B	All universities	All new holders of the doctorate
C	All institutions	All students
D	All institutions	All students
E	All institutions	All students

LEGEND	
A	Adoption of the model based essentially on two cycles
B	Inclusion of doctoral studies as a third cycle
C	Adoption of ECTS
D	Adoption of the Diploma Supplement
E	Quality Assurance/Evaluation

BE nl	Institutions	Students
A	All institutions (2004/05) <ul style="list-style-type: none"> • 22 Hogescholen • 6 universities + 1 transnational university (tUL) • 4 in accordance with the law on registered higher education institutions • 1 registered private higher education institution 	All students <ul style="list-style-type: none"> • 104 78 (in 2003/04) • 64 10 (in 2003/04) (:) (:)
B	All universities	All students <ul style="list-style-type: none"> • 3015 (number of doctoral students in 2003/04)
C	All institutions	(:)
D	All institutions	All students In 2002/03, the Diploma Supplement was issued to all of them.
E	All institutions	All students

BG	Institutions	Students
A	All institutions (42), except colleges (9)	All students (207 340) are concerned; the long programmes still exist
B	All institutions (42), except colleges (9)	All students concerned (4 834)
C	Implemented in the 2004/05 academic year for students admitted in that year	In the process of implementation in 2004/05
D	Implemented in 2004/05 in all institutions (51)	Implemented in 2004/05
E	All institutions (51) Accredited programmes: Bachelor's programmes: 98 Master's programmes: 101 Doctoral programmes: 144 'Specialist in' (pre-university degree) programmes: 28	100 (228 468 students in 2003/04)

Source: National Statistical Institute, 'Higher schools by type and kind of ownership 1999/2000 - 2003/04'.

Note: In the middle of the academic year 2004/05 there are not yet statistical data.

LEGEND	
A	Adoption of the model based essentially on two cycles
B	Inclusion of doctoral studies as a third cycle
C	Adoption of ECTS
D	Adoption of the Diploma Supplement
E	Quality Assurance/Evaluation

FOCUS ON THE STRUCTURE OF HIGHER EDUCATION IN EUROPE – 2004/05

CH	Institutions	Students
A	12 universities (100 %) Not implemented in universities of applied sciences (<i>Fachhochschulen</i>) 15 Higher Education Institutions for teacher education (<i>Pädagogische Hochschulen</i>)	109 333 (total number in 2003; in the 2004/05 semester, approximately 25 % of these students will study in accordance with the Bologna model) Not implemented yet About 9 500 (total number in 2003; in the 2004/05 semester, approximately 40 % of these students will study in accordance with the Bologna model)
B	In the <i>Universitäre Hochschule</i> only (some programmes).	15850 (total number in 2003)
C	In the <i>Universitäre Hochschule</i> only	25% of students in 2004/05
D	Currently being introduced in the <i>Universitäre Hochschule</i> Universities of applied sciences (<i>Fachhochschulen</i>): the Supplement will be implemented in 2005 Higher education institutions for teacher education (<i>Pädagogische Hochschulen</i>): the Supplement is about to be implemented	(:)

CH	Institutions	Students
E	12 universities (100 %) 7 universities of applied sciences (<i>Fachhochschulen</i>) 15 Higher education institutions for teacher education (<i>Pädagogische Hochschulen</i>)- (25% of the programmes)	109 333 (total number in 2003; in the 2004/05 semester, approximately 40 % of these students are studying in accordance with the Bologna model) 37 806 (total number in 2003; since the Bologna model will be implemented in 2005, no students are affected yet) About 9 500 (total number in 2003; in the 2004/05 semester, approximately 40 % of these students will study in accordance with the Bologna model)

CS-MON	Institutions	Students
A	The University	Around 15 %
B	64 % (11/14)	Around 5 %
C	The University	All students
D	The University	All students
E	The University	All students

LEGEND	
A	Adoption of the model based essentially on two cycles
B	Inclusion of doctoral studies as a third cycle
C	Adoption of ECTS
D	Adoption of the Diploma Supplement
E	Quality Assurance/Evaluation

CY	Institutions	Students
A	University of Cyprus	Bachelor's degrees: 3327 students Master's degrees: 581 students
B	Only the University of Cyprus	202 students
C	Not fully implemented yet	(:)
D	Implemented only by the University of Cyprus	(:)
E	Being implemented 156 programmes of study at the higher education private institutions were educationally evaluated and accredited by CEEA as of December 2004.	(:)

CZ	Institutions			Students		
	Public (24)	State (4)	Private (28)	Public	State	Private
A	All	All	3	Bachelor + Master 99 018	Bachelor + Master 3 000	Bachelor + Master 3 046
				Bachelor + Master (long) 233 442	Bachelor + Master (long) 4 182	Bachelor + Master (long) 13 286
				Bachelor – 99 165 (36.17 %) Master – 15 899 (5.80 %) Master (long) – 13 5846 (49.54 %)		
B	All	All	(-)	22 966	316	(:)
				23 282 (8.49 %)		
C	All	(:)	Exact number not available	256 408	(:)	(:)
D	All	All	All	All (2004/05)		
E	All	All	All	(:)		

Source: *Statistická ročenka školství 2003/2004: Výkonové ukazatele* [Statistical Yearbook on Education: Performance Indicators]. Praha: Ústav pro informace ve vzdělávání, 2004.

Note: In the academic year 2004/05, the situation changed in the public and state sector. There are 25 public HEIs, 24 of them university type, 1 is non university type. There are only 2 state HEIs (3 military ones have merged into one University of Defence).

LEGEND		C	Adoption of ECTS
A	Adoption of the model based essentially on two cycles	D	Adoption of the Diploma Supplement
B	Inclusion of doctoral studies as a third cycle	E	Quality Assurance/Evaluation

DE	Study courses	Students
A	2 561 study courses (around 25 %)	67 000
B	2 561 study courses (around 25 %)	(:)
C	c. 90 % or 2250	c. 90 % or 60 300
D	c. 90 % or 2250	c. 90 % or 60 300
E	666 (296 Bachelor's/370 Master's)	(:)

Source: Standing Conference of the Ministers of Education and Cultural Affairs (KMK), Secretariat.

DK	Institutions	Students
A	All institutions	All students
B	All institutions	All students
C	All institutions	All students
D	All institutions	All students
E	All institutions	All students

EE	Institutions	Students
A	All 12 universities can offer only 'new bachelor' programmes for the incoming students. The 'new' Master programmes will be offered in all institutions from 2005/06 onwards	On unofficial data from September 30, 2004 <ul style="list-style-type: none"> • 35 % of Master students are enrolled on 'new' Master programs. • 61 % of all Bachelor students are enrolled with 'new' programs.
B	9 universities out of 12	1757 students
C	(:)	(:)
D	All institutions	All students
E	16 institutions out of 47 do not have accredited curricula, altogether 722 curricula have undergone evaluation, with following results, 539 full accreditation, 158 conditionally accredited and 25 with the negative decision.	Overall number of students (4 782 or 7 %) who study at institutions not offering accredited programs (academic year 2004/05).

EL	Institutions	Students
A	(:)	(:)
B	(:)	(:)
C	Universities: around 25 %; TEIs: 80 %	(:)
D	TEIs: 70% are ready to issue it	(:)
E	Universities and TEIs: around 25 %	(:)

Note: Statistics can only partly be provided at the moment because the relevant data is currently being processed and is not available yet.

LEGEND	
A	Adoption of the model based essentially on two cycles
B	Inclusion of doctoral studies as a third cycle
C	Adoption of ECTS
D	Adoption of the Diploma Supplement
E	Quality Assurance/Evaluation

FI	Institutions	Students
A	All 20 universities (as from August 2005). The compulsory first degree is not applicable to the faculties of medicine and dentistry.	In 2003, the total number of university students was 174 000 of whom 9 000 (around 5 %) were enrolled in medicine or dentistry.
B	All 20 universities	Out of a total of 174 000 university students in 2003, 23 000 were enrolled in postgraduate studies.
C	All higher education institutions (as from August 2005): 20 universities and 29 polytechnics	In 2003, the number of students (excluding post-graduate students) was 151 000 in universities and 128 000 in polytechnics.
D	All higher education institutions: 20 universities and 29 polytechnics	All students. In 2003, the number of students was 174 000 in universities and 128 000 in polytechnics.
E	All higher education institutions: 20 universities and 29 polytechnics	All students. In 2003, the number of students was 174 000 in universities and 128 000 in polytechnics.

Source: Ministry of Education (AMKOTA and KOTA database).

Note: Higher education institutions outside the Ministry of Education sector are not included in the figures.

FR	Institutions	Students
A	75 %	(:)
B	All universities	(:)
C	75 %	(:)
D	75 %	(:)
E	All institutions	(:)

HR	Institutions	Students
A	All institutions	All students
B	All institutions	(:)
C	(:)	(:)
D	Not implemented yet except in some faculties	Not implemented yet except in some faculties
E	(:)	(:)

LEGEND	
A	Adoption of the model based essentially on two cycles
B	Inclusion of doctoral studies as a third cycle
C	Adoption of ECTS
D	Adoption of the Diploma Supplement
E	Quality Assurance/Evaluation

FOCUS ON THE STRUCTURE OF HIGHER EDUCATION IN EUROPE – 2004/05

HU	Institutions	Students
A	Being implemented in 2006/07 in all institutions. 33 % of first cycle- programmes have been implemented since 2004/05	(:)
B	All accredited universities	1.9 % of all students in HE
C	All institutions	(:)
D	All institutions	(:)
E	All accredited institutions	(:)

Source: Official statistical reference book on HE (2003/04).

IE	Institutions	Students
A	All institutions	All students
B	20 institutions	3,780
C	24 institutions	(:)
D	23 institutions	Estimated 55 % of all graduates
E	All programmes with the State system are accredited by the HEIs themselves, or within the HETAC mechanism.	(:)

Source: Department of Education and Science/ Higher Education Authority.

IS	Institutions	Students
A	6 institutions offer BA and MA (66.6 %) 3 institutions offer BA (33.3 %)	Total number of HEI students is 160 29 Students in institutions that offer BA/MA 14 697 (92 %) Students in the old professional degree system (<i>Candidatus</i> degrees) 654 (4 %) Students in institutions that only offer BA/BS 1332 (8%)
B	2 institutions (22 %)	120 students (<1 %)
C	9 (100 %)	16 029 (100 %)
D	4 institutions (44 %)	(:)
E	Evaluated institutions: 3 (33 %) Evaluated programmes (law)	(:)

IT	Institutions	Students
A	All institutions	In 2003/04, over 60 % of students were enrolled in the new degree framework
B	All institutions	All students
C	All institutions	All students
D	(:)	(:)
E	All institutions	All students

LEGEND	
A	Adoption of the model based essentially on two cycles
B	Inclusion of doctoral studies as a third cycle
C	Adoption of ECTS
D	Adoption of the Diploma Supplement
E	Quality Assurance/Evaluation

LI	Institutions	Students
A	Within the <i>Hochschule</i> only (all programmes)	474 students: (83.16 %)
B	Only in the programmes of philosophy offered by the IAP	(:)
C	All institutions since January 2005	(:)
D	All institutions since January 2005	(:)
E	All institutions	All students

Source: Office of National Economy (*Amt für Volkswirtschaft*); Statistics on Education 2004.

LT	Institutions	Students
A	All institutions (all programmes)	All students
B	All institutions (all programmes)	(:)
C	All institutions	(:)
D	Not implemented (to be issued from the 2005/06 academic year)	Not implemented
E	All institutions	All students

LV	Institutions	Students
A	All institutions (33)	99 416
B	11 institutions	1 425 students (1 % of total number of students)
C	All institutions 48 (including those providing short-cycle higher education programmes only)	125 992
D	All institutions (33)	All 2004 graduates except those from short-cycle higher education programmes
E	42 accredited HEI and institutions providing short-cycle higher education programmes (1 January 2004) Total accredited programmes: 598 (11 November 2004)	(:)

Source: Ministry of Education and Science, 2003/04 and Higher Education Quality Evaluation Centre.

LEGEND	
A	Adoption of the model based essentially on two cycles
B	Inclusion of doctoral studies as a third cycle
C	Adoption of ECTS
D	Adoption of the Diploma Supplement
E	Quality Assurance/Evaluation

FOCUS ON THE STRUCTURE OF HIGHER EDUCATION IN EUROPE – 2004/05

MK	Institutions	Students
A	Undergraduates studies in 5 universities (2004/05) Post graduates studies in 2 universities	Undergraduate students: 51 311 (2003/04); 61 556 in 2004/05 Master: 1376 3 (2003/04) Specialisation: 135 (2003/04) Total number of second cycle students: 1511 (2003/04)
B	2 universities	14
C	DS not yet implemented	DS not yet implemented
D	In 2004/05, Implementation of ECTS varies between universities : from 14 % to 69 and 87 %	(:)
E	34 self evaluation submitted to national agency in 2002 11 external evaluation conducted	(:)

Source: State Statistical Office and relevant services of the higher education institutions

NL	Institutions	Students
A	All institutions	All students
B	All institutions	All students
C	(:)	(:)
D	Many institutions	(:)
E	(:)	(:)

NO	Institutions	Students
A	29 of 68 institutions (42.64 %)	(:)
B	18 of 68 institutions (26.47 %)	(:)
C	All institutions (68)	All students
D	All institutions (68)	All students
E	(:)	(:)

MT	Institutions	Students
A	University of Malta	All students 1 st cycle: 6 473 2 nd cycle: 1 502
D	University of Malta	117 students
C	University of Malta (all fields of study)	All students
D	Not implemented yet	Not implemented yet
E	University of Malta	All students

LEGEND	
A	Adoption of the model based essentially on two cycles
B	Inclusion of doctoral studies as a third cycle
C	Adoption of ECTS
D	Adoption of the Diploma Supplement
E	Quality Assurance/Evaluation

PL	Institutions			Students	
A		State academic type higher education institutions (60)	Non-state higher education institutions (272)	(:)	
	All fields of study	6 (10 %)	14 (5 %)		
	Minimum 50 % of all fields of study	32 (50 %)	15 (6 %)		
	Less than 50 % of all fields of study	23 (37 %)	23 (11 %)		
	None	0	154 (57 %)		
B	(:)			(:)	
C		State academic type higher education institutions (54)	State vocational higher education institutions (26)	Non-state higher education institutions (212)	(:)
	All fields of study	37 (60 %)	3 (11 %)	26 (10 %)	
	Minimum 50% of all fields of study	13 (21 %)	1 (4 %)	13 (5 %)	
	Less than 50% of all fields of study	4 (6 %)	1 (4 %)	12 (5 %)	
	None	0	21 (81 %)	161 (61 %)	

PL	Institutions	Students
D	From 1 January 2005, all institutions	From 1 January 2005, all students
E	51.5 % corresponding to 206 state and non-state institutions (out of 400 state and non-state higher education institutions in the academic year 2003/04)	(:)

Sources: Ministry of National Education and Sports, December 2003; Państwowa Komisja Akredytacyjna; PKA website.

Notes: According to the legislation, only six fields of study can be offered in the framework of uniform Master's degree courses.

The ECTS system applies to 889 fields of study in state higher education institutions.

LEGEND	
A	Adoption of the model based essentially on two cycles
B	Inclusion of doctoral studies as a third cycle
C	Adoption of ECTS
D	Adoption of the Diploma Supplement
E	Quality Assurance/Evaluation

FOCUS ON THE STRUCTURE OF HIGHER EDUCATION IN EUROPE – 2004/05

RU	Institutions	Students
A	Two-cycle degree programmes are implemented in half of all higher education institutions in over 100 fields of study, with exemptions for medicine, services and information security Bachelor's degree: 681 (50.7 %) Master's degree: 305 (22.7 %)	Bachelor's degree: 481 000 (7.2 %) Master's degree: 30 100 (0.5 %) Total: 511 100 (7.6 %)
B	752 (56 %)	128 227
C	31 institutions (2.5 %) develop pilot projects and apply the credit system in only some of their educational programmes (10-15 %)	12 300
D		Pilot project
E	All institutions: 568 state (federal) higher education institutions, 1 242 of their branches, 52 non-federal accredited high schools, a further 352 accredited non-public higher education institutions and 341 of their branches.	All students: over 5.596 million students in public higher education institutions, of whom some 2.9 million are trained with support from the state budget. About 4.027 million persons (62.4%) study at higher education institutions for which the Ministry of Education and Science of the Russian Federation is responsible, of whom some 2.15 million are trained with support from the state budget.

SE	Institutions	Students
A	(:)	(:)
B	(:)	(:)
C	Not implemented yet	Not implemented yet
D	All institutions	All students
E	All institutions	All students

SI	Institutions	Students
A	All institutions (enforced by the Higher Education Act in 2004)	All students
B	All institutions (enforced by the Higher Education Act in 2004)	All students
C	All institutions	All students
D	Approximately two-thirds of higher education institutions	(:)
E	Accreditation: all institutions Self-evaluation: all institutions External evaluation: not yet implemented	Accreditation: 100 % Self-evaluation: 100 %, External evaluation: not yet implemented

Note: In 2004/05 academic year, the total number of students enrolled in 3 to 4-year professional and 4 to 6-years university first cycle study programmes amounts to 89 272; the number of students enrolled in master's and doctoral programs is 7 035.

LEGEND	
A	Adoption of the model based essentially on two cycles
B	Inclusion of doctoral studies as a third cycle
C	Adoption of ECTS
D	Adoption of the Diploma Supplement
E	Quality Assurance/Evaluation

SK	Institutions	Students
A	All institutions	All students
B	18 institutions out of 27 (66.6 %)	9 104 students (5.96 %)
C	To be fully implemented in 2005/06	(:)
D	Not mandatory yet (excepted in one Slovak technical university but no data are available for this)	(:)
E	All institutions	All students

TR	Institutions	Students
A	All 53 state and 24 private (non-profit foundation) universities	Number of undergraduate students: 1 841 546 Number of graduate students: 90 333
B	All 53 state and 24 private (non-profit foundation) universities	Number of doctorate students: 24 891
C	(:)	(:)
D	(:)	(:)
E	(:)	(:)

UK-ENG/ WLS/NIR	Institutions	Students
A	All institutions	All students
B	All institutions	All students
C	(:)	
D	(:)	
E	All institutions	All students

UK-SCT	Institutions	Students
A	All institutions	All students
B	All institutions	All students
C	(:)	
D	Not implemented yet	
E	All institutions	All students

VA	Institutions	Students
A	Full scale implementation	(:)
B	Universities and Faculties with the program approved (176 at the moment)	(:)
C	It has been authorized	(:)
D	It has been authorized	(:)
E	(:)	(:)

LEGEND		C	Adoption of ECTS
A	Adoption of the model based essentially on two cycles	D	Adoption of the Diploma Supplement
B	Inclusion of doctoral studies as a third cycle	E	Quality Assurance/Evaluation

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