

# bologna process

BFUG B3 6 Template  
6 July 2004

## TEMPLATE FOR NATIONAL REPORTS 2004 – 2005

<b>Country:</b>	
<b>Date:</b>	
<b>Responsible member of the BFUG (one name only):</b> <b>Official position:</b>	
<b>Email address:</b>	
<b>Contributors to the report:</b>	

### 1. Main achievements since Berlin

**1.1. Give a brief description of important developments, including legislative reforms**

### 2. National organisation

**2.1. Give a short description of the structure of public authorities responsible for higher education, the main agencies/bodies in higher education and their competencies**  
*(For example, do higher education institutions report to different ministries?)*

**2.2. Give a short description of the institutional structure**  
*(For example, number of public/private universities/other HE institutions or numbers/percentage of students in public/private sector. To what extent are private and State higher education institutions covered by the same regulations?)*

**2.3. Give a brief description of the structure which oversees the implementation of the Bologna Process in your country**  
*(National Bologna group, thematic working groups, composition and activities, stakeholder involvement)*

### 3. Quality assurance

The following questions have been included in the template at the request of the Working Group on Stocktaking.

**3.1. National quality assurance systems should include a definition of the responsibilities of the bodies and institutions involved.**  
**Please specify the responsibilities of the bodies and institutions involved.**

**3.2. National quality assurance systems should include a system of accreditation, certification or comparable procedures.**  
*Describe the system of accreditation, certification or comparable procedures, if any.*

**3.3. National quality assurance systems should include international participation, co-operation and networking.**  
*Are international peers included in the governing board(s) of the quality assurance agency(ies)?*

Please add any general comments, reflections and/or explanations to the material on quality assurance in the stocktaking report.

#### **4. The two-cycle degree system**

The two-cycle degree system is covered by the stocktaking exercise. Please add any comments, reflections and/or explanations to the stocktaking report.

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

Recognition of degrees and periods of study is covered by the stocktaking exercise. Please add any comments, reflections and/or explanations to the stocktaking report.

#### **6. Doctoral studies and research**

**6.1. Give a short description of the organisation of third cycle studies**  
*(For example, direct access from the bachelor level, balance between organised courses, independent study and thesis)*

**6.2. What are the links between HE and research in your country?**  
*(For example, what percentage of publicly-funded research is conducted within HE institutions?)*

#### **7. Mobility of students and staff**

**7.1. Describe the main factors influencing mobility of students from as well as to your country**  
*(For instance funds devoted to mobility schemes, portability of student loans and grants, visa problems)*

**7.2. Describe any special measures taken in your country to improve mobility of students from as well as to your country**

**7.3. Describe the main factors influencing mobility of teachers and staff from as well as to your country (For instance tenure of appointment, grant schemes, social security, visa problems)**

**7.4. Describe any special measures taken in your country to improve mobility of academic teachers and staff from as well as to your country**

## **8. Higher education institutions and students**

**8.1. Describe aspects of autonomy of higher education institutions**

*Is autonomy determined/defined by law? To what extent can higher education institutions decide on internal organisation, staffing, new study programmes and financing?*

**8.2. Describe actions taken to ensure active participation from all partners in the process**

**8.3. How do students participate in and influence the organisation and content of education at universities and other higher education institutions and at the national level?**  
*(For example, participation in University Governing Bodies, Academic Councils etc)*

## **9. The social dimension of the Bologna Process**

**9.1. Describe measures which promote equality of access to higher education**

## **10. Developments in lifelong learning**

**10.1. What measures have been taken by your country to encourage higher education institutions in developing lifelong learning paths?**

**10.2. Describe any procedures at the national level for recognition of prior learning/flexible learning paths**

## 11. Contribution to the European dimension in higher education

**11.1 Describe any legal obstacles identified by your country and any progress made in removing legal obstacles to the establishment and recognition of joint degrees and/or joint study programmes**

**11.1.1. Describe the extent of integrated study programmes leading to joint degrees or double degrees**

**11.1.2. How have these programmes been organised? (joint admissions, mobility of students, joint exams, etc.)**

**11.2. Describe any transnational co-operation that contributes to the European dimension in higher education**

**11.3. Describe how curriculum development reflects the European dimension (For instance foreign language courses, European themes, orientation towards the European labour market)**

## 12. Promoting the attractiveness of the European Higher Education Area

**12.1. Describe actions taken by your country to promote the attractiveness of the EHEA**

## 13. Concluding comments

**13.1. Give a description of your national Bologna strategies**

**13.2. Give an indication of the main challenges ahead for your country**