



# Bologna Process Stocktaking

## Conclusions and Recommendations

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# Degree structure

**Full implementations of 3 cycles seems to be mainly a question of time**

## Issues:

- Certain regulated professions are not included everywhere
- Master's degrees level not clear across the EHEA (EUA finding)
- Access to the next cycle may include additional measures
- Third cycle: need to provide transferable skills is not fully understood, status of doctoral candidates varies

***Can be completed in relatively near future***

# Employability

- Countries still don't have sufficient data,
- Bachelor – acceptance and employability
- Too little involvement of employers: especially in QA and governance

***Time for improvement of situation will vary***

# Learning outcomes

- Perceived as important priority underpinning several action lines
- Work is going on everywhere,
- Not always fully understood, too much rush

***Culture change is necessary, may take time***



# ECTS

- Use of credits for accumulation and transfer is +/- implemented

## Issues:

- linkage with learning outcomes :
  - not everywhere,
  - not always properly
- problems to measure workload correctly

***May take time for proper implementation***

# Qualifications frameworks

- Much effort in 2007-2009
- NQF proposal **approved** - 19 countries
- NQF **self-certified** with the EHEA framework in 6 countries (another 6 close to completion)
- Not enough integration between the NQF, learning outcomes, ECTS and flexible learning paths
- Risks of superficial implementation, e.g. starting self-certification too early

***Will take time for implementation***

# Implementation of ESG for QA

## External QA

- Is operating in practically all EHEA
- International experts and students are involved in QA but there are gaps
- Evaluation of QA Agencies – in 16 countries

***Could be completed in near future***



# Internal QA

## **+/- in place:**

assuring staff quality, internal approval of programmes, QA strategies

## More difficult parts:

- linking programs with learning outcomes
- designing assessment procedures to measure achievement of the intended learning outcomes
- the need of change is not always understood

***Fully-fledged introduction of outcomes-based quality culture will take more time***

# Implementation of the Lisbon Recognition Convention

Legislation: in most countries +/- OK **but:**

- Fair & coherent recognition in EHEA is not yet there
- Need to improve procedures is not always understood

## **Tools for improvement:**

- Consistent practices/terminology across EHEA;
- Common understanding of substantial differences
- Checking quality of recognition procedures at quality assessments

**Involves change of attitude/culture –  
will take time**



## Recognition of prior learning

- In a small group of countries RPL already works well
- Difficulties for some countries in understanding the concept of RPL
- RPL may be included in national policy but not applied

**Change of culture needed – may take time**

## Joint degrees

- in  $\frac{3}{4}$  of the countries JDs are now allowed

## Global dimension

- many countries promote their own HE systems, though very few focus on promoting the EHEA

## Recommendations - general

- All stakeholders must re-affirm their full commitment to the goals of the EHEA
- Tools created within the Bologna Process must be used to create a true culture of LLL,
- Explicit links should be established between learning outcomes, qualifications frameworks, QA systems and recognition practices.

## Recommendations to countries

- Include all fields of study in the Bologna structure,
- promote awareness of the relevance of the degrees for both employment and for access



## Recommendations to countries

- Implement a NQF, describe all programmes using learning outcomes,
- Ensure full implementation of all 3 parts of the ESG,
- Develop coherent & transparent recognition practices,
- Make lifelong learning a genuine reality,
- Facilitate recognition of prior learning,
- Promote student mobility within and between cycles, exploiting the potential of the 3-cycle system, using ECTS and increasing the supports for mobile students



## **Social dimension – analysis of National Reports**

- some National Reports contain a careful description of situation, a clear explanation of policy measures and clear strategies for the future,
- other countries provide hardly any information or even stated that they have no under-represented groups
- striking discrepancy between optimistic description in NRs vs. the data provided by Eurostat & Eurostudent
- all countries take actions to enhance participative equity, but only a minority has set up monitoring systems

# Social Dimension

- There is a long way to go before the student body will reflect the diversity of our populations,
- Development of flexible learning paths is crucial – for both LLL and inclusion,
- There is strong need for evidence-based policy making
- Report of Eurostat and Eurostudent is the first step,
- Ministers should reiterate objectives and commit themselves to collecting and developing sound data on the social dimension and on mobility



# Thanks for your attention!

Thanks to the  
Stocktaking and  
Social Dimension  
working groups!